THE JOURNAL OF EDUCATION

Volume 122 DECEMBER, 1939 Number 9

Using Education for Democracy

HENRY W. HOLMES

Have You Read....?

MARY ALLISON BELDING

Pupils Study at City Zoo

HARRIET ALLEN

The Troubles of Principal Cambium

FRANK M. RICH

Other Articles, Editorials, Features, Book Reviews and The News Digest

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Book Reviews—Continued

Enjoying Poetry

POEMS FOR MODERN YOUTH. Edited by Adolph Gillis and William Rose Benet. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin.

As the reviewer to whom this book was entrusted lived with it day after day, he became more and more impressed with the surprisingly few of his favorites which were missing. This aroused his curiosity as to the number of poems to be found in this modest-sized book, and he decided to report to his "gentle readers" on the subject. With the best of intentions, however, he is unable to do so, since each time he has counted through the table of contents, he has obtained a different result. Therefore, it must suffice to say that there are over four hundred poems, grouped in thirteen sections. Among these divisions are "Stories Brave and Strange," "Modern Marvels," "The Funny Side," "The Well of Wisdom," "Challenge to Courage," "Remarkable Sonnets," "Footloose for Far Places" and "Men and Women in Literature and Fable."

In the group labeled "Stories Brave and Strange" we find such poems as de la Mare's "The Listeners," Lindsay's "General William Booth Enters Heaven," Hodgson's "Eve," Hay's "Jim Bludso" and James Weldon Johnson's "Go Down, Death." In "The Workaday World and Its People," typical examples are Untermeyer's "Caliban in the Coal Mine," Bunner's "A Pitcher of Mignonette," Kaufman's "The Three Ducks," Markham's "The Man with the Hoe," Morley's "Smells" and Lindsay's "Factory Windows are Always Broken." In spite of the fine collection of modern poetry which this book contains, it must not be regarded as an anthology of poems of today. Some of the names that leap to us from the pages are those of Poe, Whitman, Holmes, Goldsmith, Emerson, Keats, Tennyson and Browning.

It goes without saying that any lover of poetry will lament a few of the omissions in a book of this type. However, it makes no pretensions to being an anthology of any country or period. Its title describes it. It is a textbook with an equipment of teaching helps and suggestions. The pedagogical principles upon which the work is based show the influence of the *Experience Curriculum* and the *Correlated Curriculum* published by the National Council of Teachers of English.

Overseas Geography

NATIONS BEYOND THE SEAS. THE EARTH AND ITS PEOPLE. BOOK THREE. By Wallace W. Atwood and Helen Goss Thomas. Revised Edition. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Satisfying in its eye appeal, this geography text, "Nations Beyond the Seas," tells its story of the earth's peoples in clear, straightforward English. A good sense of relative values has been manifest in the omission of information that could only clutter the mind for a moment and never really stick.

An important characteristic of the work is its treatment of colonies in connection with the nation which controls them.

The book is divided into convenient units, and imaginary journeys have been offered as a means of vivifying the study of maps and text.

There is an abundance of colored maps of particular attractiveness and clarity, as well as many maps in black and white. Illustrations are numerous and apt, and bear intriguing legends.

With no lack of modern teaching aids, this latest addition to the Atwood-Thomas geographies gives promise of achieving the real objective of all geographic study—the broadening of each pupil's knowledge and understanding of the world in which he lives.

Arithmetic and Life

TEACHING ARITHMETIC IN THE ELEMENTARY SCHOOL. VOLUME III, UPPER GRADES. By Robert Lee Morton. New York, Boston, Chicago, San Francisco: Silver Burdett Company.

"Teaching is somewhat like spreading a table with food. You make it available but it is not your fault if the students will not take what is spread before them." These words are quoted as being uttered by a college professor of mathematics. No man, however, who approaches his work in this way deserves to be called a teacher. Teaching in any field means the mastering of an art. To this rule arithmetic is no exception. No one ever taught it effectively without giving time, energy and ability to studying the best methods of presenting his material. The present volume was written for those willing to do this. Although it will be used primarily as a text in teachers' colleges, it should also receive the attention of other teachers of arithmetic. It is the third in the series prepared by its author, Robert Lee Morton, professor of mathematics in Ohio University, the first being for primary grades and the second for intermediate. Volume III has been written especially about the mathematics of the seventh and eighth grades as taught in that large majority of the nation's schools in which a junior high school is not a part of the organization.

Although to many the very name of arithmetic is synonymous with "dry as dust," the book is delightfully interesting. The topics that are discussed are alive and stimulating. For example: Chapter I takes up the following subjects: "Is arithmetic difficult?"; "Is arithmetic foreign to children's lives and interests?"; "Is arithmetic poorly taught?"; "The teacher's contribution to meaning and insight"; "Illustrations of effects of poor teaching."

Exploring the New World

THE NEW WORLD—PAST AND PRESENT. By Victor L. Webb, Edna Fay Campbell and William L. Nida. Chicago, Atlanta, Dallas, New York: Scott, Foresman and Company.

When we get down to brass tacks and try to think through the matter of the division of knowledge into divers separate departments, we find that after all they are not separate. Each subject is related to every other subject. The teacher who thinks of one field as being shut off by a "bull-high hog-tight fence" from all other arenas of mental activity is a novice and a bungler. This is illustrated by the close inter-relation of history and geography. Nobody can master either of them without knowing the other. This is the principle upon which *The New World—Past and Present* is based. The work now before us is

revision of Nida and Webb's pioneer history-geography, and a companion to *The Old World—Past and Present*, which was published last year. These two books together provide a unified introductory survey of the world so written and organized that it is always meaningful to the grade-school pupil.

We have here an exceptionally attractive book replete with fine illustrations and clear colored maps. It is safe to venture the assertion that children will enjoy this volume. We must not forget, however, that it is a really significant pedagogical exhibit. The following words from the preface are worthy of careful consideration. "The chief end to be gained in such a survey has to do with attitudes. Instead of regarding history and geography as separate objects, remote from his own experiences, the child now sees a definite connection between the life of the past and the life in which he has a share."

▼

History for City Children

OUR COUNTRY. Parts I, II, III. By James A. Woodburn and Howard C. Hill. New York, Chicago, Boston, Toronto: Longman, Green and Company.

These three volumes, as we are informed in the sub-title, constitute "A United States History for City Boys and Girls." They follow closely the new Course of Study and Syllabus in History. This consists of twenty-five units, which trace our history from its beginning down to the present day. For example, the titles of the first and second units in Part I are "The Struggle for a Continent" and "Development of the Colonies," and the last two in Part III are "Peace Movements Following the War" and "The Great Depression and the New Deal." The Units between these comprehensively give the story of our national life and explain the significance of its outstanding events in such way as to be meaningful to those for whom the volumes are intended. The books are provided with ample and excellent teaching and study suggestions. Chapter II in Part I is concluded by the following: "Important Things to Discuss," "Important Things to Remember," "Names," "A Review Test for Practice," "Dates," and "Get Acquainted with These Books." Other units contain different teaching hints and exercises. There is in some instances considerable stress on map-drawing and the mastery of the vocabulary of the subject. In several of the units the approach is refreshingly original.

Taking these books all in all, they represent excellent modern pedagogy as it is applied to history. Although the units are arranged chronologically, that phase is not so obtrusive as it was in the older type of histories. Parts II and III are prefaced by reviews which would naturally help the child to connect what he learned last month, or last year, with which he is going to take up tomorrow. It is hard to think of any pedagogical device which these authors have ignored. Frequent suggestions are made that certain material be dramatized. Many of the test questions are of such a nature as to cause the child to think of certain contemporary problems in the light of history. One exercise gives a list of place names with instructions as to finding their origin. There are a number of unusually good matching tests. Looking at the fine array of pictures in these three volumes is in itself an educating experience, even for those with more mature minds than the boys and girls for whom they are primarily intended.

▼

English from a New Angle

AMERICAN ENGLISH. Books I, II, III, IV. By Mabel Goddard, Louise Schafer Camp, Eva Hanks Lycan, all of Arsenal Technical Schools, Indianapolis, Chicago, Philadelphia, New York: J. B. Lippincott Company.

Imbued with the spirit of America are these four books of "American English," aimed at students in the four grades of a traditional high school.

If any young person inclines to the view that "English doesn't get you anywhere," exposure to such a series as this should change his attitude. Growth in language power through exercise in meeting everyday situations demanding effective speech or writing —this apparently has been the underlying thought of the high school teachers who contrived these books. They impress the reviewer as a highly successful carrying out of that educational design. Apparently the whole range of expected subject matter has been included. But something of rare dynamic quality is also present. There is unusual recognition of the close and vibrant relationship between English as we use it in the United States and the quick tempo of American life.

To prevent English from becoming a boresome study and to enlist the pupil in a serious quest for self improvement, is half the battle. The other half consists in presenting the necessary facts and principles in orderly fashion and in clear statements. These volumes give promise of meeting both these tests quite admirably.

Grins Between Grinds

WHO'S WHO IN THE DARK

Tobe: "See hyah, woman! Didn't Ah see you kissin' a no-count piece o' trash las' night?"

Liza: "Gwan, Tobe. It was so dark Ah thought it was yo'."

Tobe: "Come to think of it, mebbe 'twas me—what time was dat?"

* * *

SMALL BOY'S DIARY

February 24—Got an airgun for my birthday.

February 25—Snowing. Can't go hunting.

February 26—Still snowing. Can't go hunting.

February 27—Still snowing. Shot at Grandma.

* * *

WINDED

The young man grasped the handrail of the last car and swung himself up to the rear platform, gasping for breath. It was plain that he was quite winded. A bronzed, heavy-set middle-aged man eyed him with disfavor.

"When I was your age, young man," he remarked, "I could sprint down the station walk and catch a train without puffing like that."

"Yes, but I . . . missed this one . . . at the . . . last station," panted the new arrival.

* * *

SAM'S PREFERENCE

(London Tit-Bits.)

An old Southern planter was discussing the hereafter with one of his workers.

"Sam," he said, "if you die first, I want you to come back and tell me what it's like over there. If I die first, I'll come back and tell you what it's like."

"Dat suits me fine, sah," replied the old Negro, "but if you dies first, ah wants you to promise me dat you'll come back in de daytime."

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CLASSROOM CLINIC

(*Continued from page* 275)

activities, the assumption being that there can be no limit.

All too many over-eager youths (often the most promising) are egged on to catastrophe by their teachers and proud parents, even by their own aptitudes and successes. And from what I can gather from different parts of the country the toll of mental and emotional breaks is highest among the choicest youths. On this item there should be a careful objective study.

Fine organizations outside the school bid for these more promising youths and their parents want their children to be in many activities—so fine to brag about. In the long run the leaders of the several activities in the school or community, being human, are more inclined to think of the success of the particular activity than of the youth it might serve. Therefore each leader has his eye on the boy or girl who would contribute most to the success of his program. A certain high school girl once said in a public forum I was conducting, in the presence of the high school principal, Scout and Y leaders, and the leading clergymen of that city of about 5,000, "It sometimes seems to me that you leaders supposedly doing good are all out vying with one another for those of us you think will give you most glory. And what are we to do?"

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Index to The Journal of Education is published annually in the December issue. The contents are listed in Education Index.

The Editors Say . .

Whatever else you may skim or even skip in this December JOURNAL, please—for your soul's sake—read what Dean Holmes of Harvard writes on "Using Education for Democracy," and what Mr. Frank M. Rich has to say about "The Troubles of Principal Cambium." Both these messages are challenging. Pass the Holmes article along to your professional associates. See that the article by Mr. Rich gets into the hands of civic leaders.

▼

We strive to deserve the many appreciative words coming to us from readers in every section of the country. This from a principal in Birmingham, Alabama, is one of the latest:—"If I were limited to one professional publication, I would have no hesitancy in choosing THE JOURNAL OF EDUCATION." Thank you, Miss M—!

▼

Books to broaden one's mental sky and books to drive dull care away—both kinds are selected and keenly characterized in the article "Have You Read . . .?" which, under one title or another, you have learned to look for in your December JOURNAL.

▼

Some readers have asked for more time to write their stories for the Story Contest, and we have decided to move the closing date to January 1. If you have a really good yarn to spin why not enter it in this Contest? Details are summarized on page 310.

▼

Miss Bridges' article "Teaching Is Such Fun," which we printed in October, has raised the query, "WHAT ARE A TEACHER'S PERSONAL RIGHTS, ANYWAY?" We shall be glad to open our columns for a discussion of this question. Haven't *you* some ideas on this point? Let us hear from you if you have. Keep your statement down to 250 words, please. If you can write more freely under an assumed name just tell us, and we will hold your identity in confidence.

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The JOURNAL of EDUCATION

ANSON W. BELDING, *Editor*

VOLUME 122 BOSTON, DECEMBER, 1939 NUMBER 9

EDITORIALS:

World at Lessons

The Spirit of Peace

Another birthday anniversary of the Prince of Peace is near at hand. Nineteen centuries of so-called Christianity and portions of the human family, long exposed to Christian teachings, are still trying to settle their differences by destroying each other's property and lives. It is a sad and disappointing spectacle.

What can be the outcome? Can it be something more than a truce, or more than a breathing spell between wars? That will depend upon the wisdom displayed by statesmen at the peace table. It will depend, even more perhaps, upon the state of public opinion in the warring countries and elsewhere. Even what is thought in America will have its bearing.

Most of us in the United States want the Allies to win—mainly because a victory by Germany might introduce an era of domineering arrogance leading to the overthrow of freedom in many lands. It might set back the clock into the dark ages.

But victory by the Allies will not give automatic guarantees of lasting peace. We may well ask whether the lessons of the World War and its ensuing treaties have been learned. Unhappily, those lessons are not entirely clear. The Versailles treaty ought—as subsequent events have proved—either to have been more severe or less severe. The League of Nations ought either to have been made to function or never to have been created.

Many liberals hold the view that Germany was abused, not assisted as she could have been to regain her place among the nations. Others, more realistic, think the Germans were not good sports; that their old urge to gain power regardless of other people's rights and their own pledges, was still rampant and still is.

What, then, can be the issue, even of a war in which the Nazis are overthrown? Will Europe recognize that the thing to be stamped out is not a nation but a system of ruthless economic rivalry, a constant fear of attack at the first evidence of weakness?

Some plan of cooperation, the beginnings of a federation perchance, will be called for, and the problem will be difficult because of racial and linguistic differences, age-old hates and rivalries, trade barriers, competing monetary systems, standing armies, clashing political theories and other discordant factors.

Yet there are those who dare to dream and to hope. They envisage an agreement to reduce national armaments; to guarantee boundaries with an international police force; to soften economic and financial thorns, to relax old fears and jealousies.

When this comes and comes to stay, we may picture the Christ child of Christmas morning with his tiny lips happily smiling. It will be an advance of civilization made through acceptance of His Way.

But What's His "I. W."?

Why is little Georgie sobbing in the corner? Has some one struck him? Did Lucy of the saucy tongue fling a taunting epithet at him?

Neither of these things happened to Georgie. He was hurt in another way. He overheard his teacher say to the principal that he, Georgie, wasn't very bright. There was something about a "low I. Q." The class had been given a queer sort of examination and Georgie knew he hadn't done very well at answering the questions.

Step over here a minute, Georgie, and dry your eyes. You may have a lower I. Q. than some of your classmates. Well, what of it? They aren't the brightest in the world, and neither are you the dumbest. The important thing isn't your I. Q. but your "I.W."

Do you know what your "I.W." is? Well, it's the thing inside you that decides what you are going to do with your I. Q., whatever it is. Your "I.W." is your "I Will."

There have been some children with ever so high I. Q.'s—regular young geniuses—bright as ten buttons. And some of them have never amounted to shucks. Why? Just because things came so easily to them they never learned to apply themselves to a job that was really hard and called for buckling right down and studying or working.

On the other hand, many and many a youngster with a low I. Q. and a high I.W. has been known to go farther than some of those "brain waves" as they are called. The boy or the girl with a high I.W. doesn't quit at the first sign a piece of work is difficult. He doesn't grab at the first invitation to leave

the desk or woodpile to have a good time and forget his worries. Not a bit of it. The fellow with a high I.W. sticks right at his task, using all the brains he has for all they're worth. And, first you know, he is getting somewhere.

Of course it is a grand combination to have a high I. Q. and a high I.W. both together. But few of us are so blessed. And that's where the I.W. can come to the aid of any one who really wants it to.

Cash and Carry

Our revised neutrality act provides another example of legislative action caused by a mixture of motives. It is noble, no doubt, to turn our country into an arsenal for our old friends and former allies, France and Britain, and thus to help them subdue the threat to democratic institutions—though it seems fairly evident that the gravest threat of this sort comes from Soviet Russia and our democratic colleagues Britain and France are not lifting a finger to stop Stalin. As for aiding two great empires against a third with imperial ambitions, few of us take much interest in this of itself. Yet in a realistic sense our nation will be much more comfortable in a world which continues to see Britain and France retain their colonies, provinces and dominions intact.

Our neutrality law is something of a gamble on Britain and France and their ability to accomplish what they hope to do. No one at the moment appears to know quite what that is or how it can possibly be brought about. A restored Poland, for example, without offence to Moscow!

On the domestic side, our neutrality law gives a boost to business, and this was undoubtedly one very strong reason for its enactment. And is not a national election due in 1940? Many of our citizens yearned for the immediate economic benefits of a war boom and were ready to risk inflation and collapse as belonging to some indefinite tomorrow.

How many of our industrialists wanted the embargo repealed, is not so clear. Certainly our shipping interests were not in favor of the restrictions upon their business.

Subterfuge

Transferring the registry of American ships to the Republic of Panama seems not only a violation of the spirit of the neutrality act but an unfair and indefensible use of the little republic whose guardian we are. Too cautious to run our own ships into dangerous waters, we plan to put the risk on little Panama. And what if Panama gets into trouble with some European power because of this? That puts us in trouble also, if the Monroe Doctrine and Pan-American declarations mean anything at all.

Thousand Dollar Conventions

Again the season of teachers' conventions has come and gone, and the amplifying systems of municipal auditoriums and opera houses have rattled and groaned to educational uplift. Some of the uplift is excellent and uplifting. But a vast amount of it is costly and depressing.

Speakers of prominence reap a harvest of fat fees for rehashing old ideas and serving them cold to inattentive audiences. The speakers have committed their words to paper and no matter how belated the program they must drone on through every page and sentence to the end. An address whose substance could be conveyed in ten minutes is stretched and thinned and sub-divided into firstlies, secondlies and tenthlies.

Teachers whose principals are safely down in front of them endure the torture as long as they can and then slip out and do their shopping.

When will the worst of those over-rated, long-winded, uninspired platform platitudinarians be assessed at their true negative worth and condemned to silence?

A million teachers would like to see this day arrive much sooner than it will.

Maybe You Don't Fit

Every little while some one is heard to remark, with a sigh, "Oh, I don't seem to fit." The speaker may be a person of middle age or beyond. Or he may be a decidedly young person. In the latter case he is likely to bear the label, "maladjusted," conferred by some adult.

Of course any one who feels out of harmony with those around him is likely to be quite unhappy. Only a few can attain real indifference to what the world thinks of them, their ways and their ideas. Often their very livelihood depends upon a degree of conformity which is practically impossible for them.

The human race—be it remembered—owes an enormous debt to its members who didn't fit; its non-conforming individuals who were either ahead of their times or who perceived that the masses were being led too fast by foolish radicals and visionaries.

Any one who seriously believes himself a misfit should undertake a bit of self-examination before giving up in despair. To what extent is his non-conformity a matter of principle and therefore, perhaps, a needful contribution to society? And to what extent is it plain stubbornness, excessive irritability at not getting his own way or being agreed with?

Round off rough edges, if you have them, but keep your individuality to whatever degree you deem it of value to yourself and society.

Using Education for Democracy

HENRY W. HOLMES
Dean, Graduate School of Education
Harvard University

"It is the business of the schools . . . to weave the lives of the young into the pattern of the social life around them."

THE last war did not save democracy. It did not end war. It did not establish collective security as a world system within which democracy can be safe. It did not even strengthen democracy internally in democratic countries. Yet in this country at least, loyalty to democracy in government and in life burns as bright as before. It may burn with an even stronger flame, for the main thought that is expressed among us everywhere in these days is that our democracy must be protected within our own boundaries—and not only protected but better understood and better applied.

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More people than ever in our lifetime are thinking about what democracy means. As Kent remarked of his own philosophic development, "I awakened from my dogmatic slumbers," so Americans may say of their views of democracy that they have been lifted at last out of the unreflective acceptance of what former generations held to be sound doctrine. This does not imply unsoundness in the doctrines of the Founding Fathers, but only the realization that new problems demand new applications of accepted principles or the addition of new principles to the whole body of thought.

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Unless democracy enhances and invigorates human life, it is not worth keeping. Democracy, however we define it, must be known by its fruits. Perhaps Herder, the German philosopher, was right when he said that everything in the world is both an end and a means; but in "the sorry scheme of things entire" we ought cheerfully to give up even liberty if it is clear that liberty does not serve the more ultimate values— the common joys of health and home and love, the inspirations and enlargements of art and science and religion, the social ends of justice, brotherhood, and education. "Where there is no vision, the people perish" even if they are free. There is no escape from the problems of life, no matter how much democracy we have.

Indeed, so long as democracy, or any other form of social organization, is easy, it is dangerous. The peoples of Germany, Russia and Italy have turned to tyranny and accepted race-hatred and the use of force to expand their national dominions—and we can recognize some of their "realistic" excuses for doing these things—while we have continued to keep our democracy and our humaner modes of life: but we have not solved our problems just because we have remained a democracy and to some extent an asylum for the oppressed. As we believe in liberty, we must use our liberty to good ends.

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No one wants to hear, perhaps, a catalogue of deficiencies in the life of America. I do not intend to present one. But I may be pardoned for naming a few of the bad things we live with so constantly that we forget them or begin to think that they can't be helped:—children without spaces to play in or contact with nature, hived into cities; young men and women without jobs or the hope of jobs; the uncontrolled and unenlightened breeding of the unfit; an economic system that produces antagonism, strikes, over-production, inadequate distribution, and the wasting of natural resources; graft and corruption in government; the increase of nervous disorders, of divorce, and of crime; ugliness in our buildings and uncleanliness in our streets. Much has been done and is being done to wipe these blots off our scutcheon.

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Our schools and colleges should "teach" democracy in a new way and with a new zeal. There is a real danger to be met by what teachers everywhere can do—the danger that democracy shall become in the minds of all of us or any of us synonymous with privilege. When we assert that the Bill of Rights in our national Constitution—and its counterparts in state constitutions and other documents—should be known to every American, we have gone only part of the way in education for democracy. I am as earnestly in favor of maintaining our civil liberties as anyone can be; and I would not let any American youth leave school without knowing what it cost to win them, not only in America but in England and in France and elsewhere. Teachers' oaths are pernicious and flag saluting is only a superficial thing; but the history of liberty is fundamental. It is imensely important that every citizen in this democracy should know his rights as a citizen and value them for the hard-won goods they are. I would have such things taught thoroughly, vividly, by teachers who are themselves enthusiastic and well informed about them. I would use such books as Roberts' "Rabble in Arms" and all the good historical films I could get. And to teaching I would add forms of school life and school government in which the rights of the individual are exemplified and given a concrete meaning in ex-

perience. But all this would still be only a part of the story. To teach democracy as a living faith means to bring every graduate of our schools to the point at which he sees democracy not merely as a background for his own rights, or his own chance to make the most of himself, but as a plan of living which lays upon him clear responsibilities and duties he should be eager to discharge.

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No child should learn American history as if it were myth; no boy or girl should leave high school without connecting the growth of our country straight with the problems and difficulties of our own day. The sense of obligation to live justly, to work for clean government, and to take part in community affairs should be as inevitable a result of American schooling as the ability to add two and two.

It is of the essence of democracy that the government should not attempt to fool the people. Hitler deliberately recommends in *Mein Kampf* that the people shall be taught to accept lies. Propaganda, government not by consent of the governed but by their gullibility, is part of the plan and purpose of modern autocracy. If we are to make democracy a living faith through education, our fervor as teachers must be matched by our sincerity. Anyone who doubts that the people of this nation can be taught the main truths of their own history, without bunk and without de-bunking, and be brought to understand the present problems of the country and their own duties in the present situation, should not enter upon the work of teaching at any level. I believe that we can make democracy a living faith by teaching history in the schools both fervently and sincerely, by dealing fairly with the problems of the present as our pupils become mature enough to understand them, and by making the school itself an experience in democratic living.

Yet there is disturbing evidence that our schools fail to accomplish this result. Among the volumes of the New York Regents' Inquiry into the Character and Cost of Education there are two which tell the story of education in the public high schools of the richest and most populous state in the Union—and they show that much remains to be desired and done before democratic education democratizes any generation. F. T. Spaulding's "High School and Life" and Howard E. Wilson's "Education for Citizenship" are the books I refer to, both published by McGraw Hill for the Inquiry. What they show, in brief, is that our public education gears into our economic, political, and social life so badly that hosts of young people leave school ill-prepared for work, ill-fitted for citizenship, little inclined to take an interest in community affairs, and without enduring personal resources. In particular, willingness to assume social responsibility seems to diminish with progress in school. From grade 7 to grade 12 the attitude expressed in our slang phrase "Let George do it" steadily increases. This is not a casual observation; it is a carefully verified conclusion based on the results of tests. There are many things which can be done about this particular situation; and Professors Spaulding and Wilson make recommendations which will doubtless be put into effect in some form in the high schools of the State of New York. What concerns education for democracy in every state in this country and in every country that wants its education to be useful for democracy is the general conclusion that may be drawn about the chances of using education for democratic ends.

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A democratic education should implant in every individual a genuine and fervent devotion to democracy itself—to the ideal of freedom and to its uses in the betterment of social conditions and individual living. This is an ethical result. It means knowledge touched deeply with emotion. It cannot be achieved by any mechanical means or by tricks of method or by organization. It must be done personally, by teachers who are themselves educated, thoroughly informed, masters of their profession, and devoted to democracy and to their students. Any democracy, and especially the United States of America, would do well to spend many times the funds it now spends in procuring and training a staff of men and women for its schools who can make this contribution to its life.

Beyond this, however, although dependent upon it, there is one fundamentally important thing. Education must become in a new sense a preparation for life. This means a number of things which I can indicate only briefly.

It has been argued that democracy means simply neighborliness, friendliness, lack of snobbishness. No doubt it does mean that; no doubt it is important for a citizen of a democracy to be able to "walk with kings nor lose the common touch." But life takes care of snobs, and being genial or gregarious is not the essential mark of a democrat. George Washington was not a jolly soul. Although the schools of a democracy ought to develop social tolerance and respect for the individual, there is a far more substantial task to be accomplished in the basic planning and organization of a democratic school system. *Our democratic education must be more efficiently selective on the one hand, and on the other hand it must fit the whole youthful population more securely into the work and life of the nation.*

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Unless a school system cherishes and promotes what Jefferson called "the natural aristocracy of character and talent," irrespective of birth and economic status, it is failing to keep the democratic faith. On this point alone a volume could be written; volumes, indeed, have been written. I can say here only that it calls for a development

of guidance, both vocational and educational, and an expansion and readjustment of the curriculum nothing short of revolutionary. Nowhere is the democratic job of selection being done as thoroughly, fairly, scientifically, and capably as it can and should be done.

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The other aspect of the problem has been less often emphasized. The volume by Professor Spaulding which I have already mentioned brings it out, indeed, more emphatically than it has ever before been stated. The schools of a democracy should be responsible for following their charges out into life and actually helping them, individual by individual, to adjust themselves to the duties and opportunities of the adult world. If this is to be done—if the schools are to be responsible for the *outcome* of the education they provide, not merely for teaching so many subjects and then letting their pupils vanish into the labyrinth of vocations, politics, and the crowd—there must be another revolution in our education.

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To gear into the real world, schools must know what the world is like. Teachers, administrators, and especially those who serve as guidance officers must be a different breed. And business men, government officials, and workers in social agencies must know far more than they know now about the schools. Most important of all, a wholly new point of view must obtain about what schools are for. They are not agencies for the abstract "discipline of the mental powers": this they have never been anyway and never can be in any realistic sense. Nor are they mere cramming schools, whose purpose is purely informational. Nor agencies of propaganda. It is the business of the schools of a democracy to weave the lives of the young into the pattern of the social life around them, not blindly nor without their own cooperation, but effectively and with full recognition of the practical needs of the individual as well as the possibility of improving the conditions under which individuals must work and live.

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Even this brief statement of the case must make clear the tremendous difficulty of the task. Education today is too largely a bookish, perfunctory, cloistered process. If it is to spread democracy as a living faith, if it is to select the ablest for leadership, if it is to be responsible for the actual social outcome in the case of every individual, think what must happen! A new race of teachers and school officers must be selected and prepared. The public must look to their schools for results never before expected or obtained. Above all the public must be willing to spend money on the schools as it has never dreamed of spending it before. Research in education must be generously supported, experimentation must be paid for. A truly democratic educational system will be a great and costly achievement—but it will cost less than crime, and unemployment, and preparation for war.

Bill Jones's Neighbors

I got all kinds of neighbors where I'm livin' by the crick—
Some Yankees and a Polack, and the Dutch are pretty thick,
And there's seventeen Norwegians that haul milk along the road,
And there's Irish, some; and others I ain't figgered where they growed,
And some of them is different in their livin' ways to mine;
I reckon it's their raisin', and I never got a line
Of the half a dozen lingoes heard around a threshin' bee,
For I was born a Yankee and that's good enough for me.

But somehow when my wife was sick and I was mighty blue,
Then, Hilda, she's my neighbor's gal, come up and pulled us thru;
And when I broke my laig last fall an' huskin' not begun,
The Polack brought the Dutchmen and they cribbed 'er number one,
An' when my neighbor's horse got cut and laid up plowin' time,
An Irishman he lent Bill one, and never charged a dime;
An' take 'em all out yonder as fur as you can see,
The Dutch an' all together is just like you and me.

▼

I'm proud that I'm a Yankee, and Pete's proud that he is Dutch,
But the lingo makes no difference and the creeds don't matter much,
Fur we're goin' to pull together—Yank, Swede, Dutch, Mick, an' Finn,
'Till we've sowed a crop of brotherhood and brought the harvest in,
For that's the way we figger that our boys and girls'll get
Their chance as we've had ourn, and we'll help to fashion it,
And there ain't no man can stop us, an' there ain't no one can say,
That the neighbors out in—(Iowa)—ain't pullin' all one way.

Quoted anonymously in Educational Bulletin, Iowa Department of Public Instruction.

Have You Read.....?

MARY ALLISON BELDING

Well, anyway, some one with a flair for good books has done some scouting for you.

The Country Lawyer, by Bellamy Partridge (Whittlesey House. $2.75).

If there are several members to your household this book is liable to precipitate a family lawsuit. For they will all be reading it at once and each trying to dispossess the other one who has made off with it. Few men in a country town know more about folks' skeleton closets than does the attorney-at-law. Lawyer Partridge, the author's father, became through his kindly interest, father-confessor, physician to souls, consultant in family crises and champion of the town's welfare. He made jottings of cases in a little black note book which he kept hidden away. Years after, his son came accidentally upon these dramatic records and saw in them the makings of a book. The result is a well-woven account, rich in incident, against a background of an upstate New York village in the nineteenth century. Town characters are intimately sketched, their little stories big with humor, pathos, chicanery and tragedy. Lawyer Partridge himself was a character. His professional ambuscade of beard was inviolable, though it progressed with fashion from a "mustache waxed and curved like a Texas Longhorn" through the "Mutton chop" and Dundreary whisker periods. General Grant and Governor Hughes were emulated and latterly the chaste dignity of Sir Anthony Vandyke. The tall hat was likewise stock in trade, its shape also modified from high beaver and silk to flat topped derby. Read this book for vivid recollections of old times.

Thoreau, by Henry Seidel Canby (Houghton Mifflin Co. $3.75)

When so keen a critic, student and writer as Mr. Canby presents a biography of a great American, readers may well sit at attention. In his life of Thoreau, author Canby throws a warmer and more human glow over the philosopher than has been the fashion and makes him a more purposeful and varied character. True he was a man who "believed in doing what he wanted to do without wasting time and energy in making money." (Blessed faith and achievement!) Yet he was not a prodigal with time; nor was he an ascetic, a misanthrope, a spineless dreamer. Rather was he a being with gusto for living; a seeker after rich and novel experience; a man great in friendship. As a writer, no mere diarist, but an artist, "a man of letters of deep and troubling emotions." . . . "Thoreau's individualism was his life and his life is significant as a vital type of individualism." The volume comprises two books, titled, "Adventurer in Life" and "Naturalist and Nature Writer." Mr. Canby has given us the most illuminating and readable life of Henry Thoreau yet written.

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Imperial Twilight by Bertita Harding (The Bobbs-Merrill Co., $3.50).

The suicide of Archduke Rudolf at Mayerling and the assassination of Archduke Ferdinand at Sarajevo suddenly thrust youthful Prince Karl upon the tottering Austo-Hungarian throne at the death of the aged Emperor Franz Joseph. Prince Karl's marriage had been adroitly manoevered by the old emperor, and unlike too many Hapsburg unions turned out a love match, from which resulted a nurseryful of children. Their unexpected accession in 1916 caught these two simple young people woefully unprepared for the impossible problem of governing a crumbling empire in the midst of world war. Karl hated injustice and cruelty. He was conscientious and brave. This narrative of two young monarchs, throned and dethroned, is rendered in dramatic fashion that is amusing and tragic, by turns. With a born story teller's zest, the author compels the reader's interest and sympathy from the start of this royal career to its close "in a twilight that precedes both darkness and a dawn."

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Whistler's Father by Albert Parry (The Bobbs-Merrill Co., $3.50).

Who would have thought of writing a volume about Whistler's father? Whistler's mother, yes—known as she is from her portrait copied in every sort of print from a postage stamp up. Or James McNeill Whistler, artist and eccentric. Yet Major George Washington Whistler is quite as personable a character as his son or his wife. An engineer, he was a pioneer in American railroad construction in the 1830's. His reputation brought him an invitation from Czar Nicholas I, to undertake the building of the first Russian railway. A heart- and body-breaking task in those vast spaces, under the dictates of incident bureaucrats, and with cloddish serfs as workmen. The contemporaneous account of life in Russia, drawn

from Whistler diaries and letters, forecast the doom of imperialistic tyranny. The author has unearthed old prints of Russian scenes including one of his early steam engine called by the Russians "the harnessed Samovar." The Whistler family accompanied the father to Russia and we make the acquaintance of these strong-minded individualists. The mother, a strait-laced Puritan who undertook to reform the unwashed heathen about her with tracts, which the skeptical Jimmy was enlisted to distribute! Among the aristocracy of regal St. Petersburg young James was educated, receiving indelible opinions, which were to mark him a snob. Always he despised common people, American democracy and his American birth. More happily he found in this cold, dim, northern land the misty, shadowy greys and blues which were the temper of his paintings. You will read this handsome book, once you have picked it up and will in doing so derive enjoyment and fresh knowledge.

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Looking At Asia

It was, I believe, The John Day Co. that introduced the vogue of novels about Chinese life, venturing with The Good Earth. They have since published other works of Pearl Buck, the latest of which is *The Patriot.* In the midst of a bitter war apparently irreconcilable China and Japan she has dared to offer a story about a congenial marriage between a Chinese man and a Japanese woman. She has accomplished this with truth and beauty. Though her natural sympathies are with her former homeland, China, she presents the Japanese side of problems with fine fairness.

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Another timely story laid in China is *All the Tomorrows* by Naomi Lane Babson (Reynal and Hitchcock, Inc. $2.50).

The narrative stretches over four generations of the clan of Lo Yu-chan clan from 1860 to the present and shows developments in that ancient land through these rapidly shifting years. "All wise men know," begins this tale, "that small things lead to great ones and that chance is the master of the universe." How frequently we ourselves at a turning of a street have paused with the fleeting thought, whether I choose this way or that, may alter the course of my life—I might run into an automobile or my marriage fate. Thus it happened when Fragrant Incense ventured to step outside her home-wall gate to buy sweetmeats of a peddler at the very moment the wealthy Lo Yu-chan chanced to be passing in his sedan chair. The audacity of Fragrant Incense in leaving the women's quarters, unattended, foreshadowed the independent spirit of her descendants. Her daughter Apricot dares to cut away her painful footbindings and in later years to steal forth to meetings with a foreigner. Felix, a grandson, breaks still further with tradition by attending a mission school and adopting Western ways. The conflict of each succeeding generation with its elders, the infiltration of Western ideas, the Japanese and Communist invasions, these become as live issues to use as they do to the characters involved.

Speaking of China—here is a "must" book about the Orient.

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Inside Asia by John Gunther (Harper and Brothers $3.50).

Acclaimed by newspapermen as reporting *par excellence* is a companion volume to *Inside Europe* which deservedly won its place as a best seller.

One recognizes the essential competence and objectivity of the trained observer. The book describes just those facts, persons and forces the average Westerner wants to know and needs to know if he is to understand those ancient Oriental civilizations which are so close to our western life as to be of vital influence and concern. Japan's defied Emperor—whom the Japanese are trying by every means to keep a god—; China's generalissimo and India's Gandhi are viewed with keen penetration, as well as leaders and movements in the Philippines, Malaysia, Siam, Indo-China, Palestine and the Near East. The writer delights with anecdote yet is far from superficial. The scope and comprehensiveness of *Inside Asia* is amazing. You can pick it up at any point and find it fascinating, your difficulty being to reach the point where you are willing to lay it down.

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Fiction

Now we come to some light and lovely novels that banish personal cares.

One Fight More by Susan Ertz (D. Appleton-Century Co. $2.50).

The daughters of an elderly New Englander are summoned home because of his failing health. One comes from England with her perfectly English husband. Another from France with her equally French one. The mixed French-English-American children also. And there's an uninvited surprise guest in the steerage. They gather in the old homestead, presided over by another daughter, to succour their weak and ailing parent. Instead they provide him with plenty of worries. He proves the strong man of the piece. The interplaying opinions and acts of strong-willed personalities create difficult situations which make for entertaining reading.

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Take This Child by Robert Liddell (The Greystone Press $2.50) is a moving story of two little boys and their nurse, Nandy, who are staying with kind English relations. Because Father's a soldier in Egypt. And Mummy was so ill, she went to stay with God. Whether she is coming back again isn't sure, and he doesn't press his elders for fear—she isn't. Seldom are we permitted to peer thus clearly into the hidden springs of being of a sensitive, intelligent, fanciful child. Serious little Andrew realizes in a generous forgiving way the existence of adult stupidity and the consistency. Why, for instance, his

cousin's lying about his age that he may get into the army is admirable while other lies are bad. The book recalls Kenneth Grahame's "Golden Age" in its sage perceptions of very young boyhood. As we read, we re-visit that wistful world of our own childhood to which even the most sympathetic adults were remote strangers. Helpful and altogether delightful reading for teachers, parents and all finely constituted persons.

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The Brandons by Angela Thirkell (A. A. Knopf $2.50) is one of those whipped-up froth of dessert yarns we have learned to expect from very English Angela Thirkell. Her very English characters in their very English village are once again amiable, gaily irresponsible, lovable, laughable persons who will never set the world on fire but will create produce a warm, gleeful glow for their acquaintance.

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The Priory by Dorothy Whipple (The Macmillan Co. $2.50).

An English widower and sportsman, possessed of a military "all ha-ha and by God" manner, decides for entirely practical reasons to take a second wife and in practical fashion proposes over the telephone to the lady of his practical choice, she being virgin, of sound age and romantic leanings. Also involved are the Major's grown daughters, his maiden sister, his man Thompson and a houseful of spoiled servants. What happens, and I promise you it is interesting, is your lookout.

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The Bride by Margaret Irwin (Harcourt, Brace and Co. $2.50) is a romantic tale of that eventful period when Charles I was prisoner of Cromwell's forces, while his son, the future Charles II, was spending a carefree and sportive exile in Holland. Meanwhile the King's supporters, also at the Hague, gather their meager resources for an attempted re-conquest of England for their Sire. The love theme is between charming Princess Louise of Bohemia and the gallant Marquis of Montrose, who embarks to rouse all Scotland for the royalist cause. The author invests her 17th century scenes and characters with intriguing development and emotional force. Also her novels are historical in the fullest sense, because her main characters and scenery are historic and faithfully dealt with.

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The two novels which follow have as their backgrounds localities in provincial America and deal chiefly with fictional characters, who can be made to move as the author, not history dictates.

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Next To Valour by John Jennings (The Macmillan Co. $2.75) is a tale of provincial New Hampshire and its pioneers in the period of the French and Indian wars. Its hero is a young Scotsman who has fled his native country after the debacle of Bonny Prince Charley's cause. Indeed the story begins excitingly with the landing of the Young Pretender in Scotland and the rallying of Highlanders to his standard.

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The Delectable Country by Leland Baldwin (Lee Furman Inc. $2.75).

It was on the spur of land at the junction of the Alleghany and Monongahela Rivers where lay the scattered cabins of primitive Pittsburgh that the rough hearty boatman, David, first heard of the "delectable country." The words fell from the lips of a "Methody" preacher as he launched forth at the head of a pioneer band for that delectable land of the West which was the earthly type of that free and glorious country of the soul for which they longed. David was still mulling over this new idea when he fell into a bloody fist fight with a fellow townsman. The torrent of picturesque and vile swearing with which he prefaced the battle caught the ear of Lawyer Brackenridge and convinced him that here was a lad worthy of a schooling. He pictured to David the "delectable country of the mind" and advised him to study at Pittsburgh Academy. (Tuition $22 a year) David confessed to his new friend, "I keep thinking I maybe ought to know whar I'm a-goin' 'stid a-drifting like a keelboat without setting pole or steering oar. I keep a-wanting something, but I'll be shot if I know what it is." The frontiersman was not converted or cultivated overnight. It was a long road to the country he sought. Featured in this narrative is the Whiskey Rebellion led by Brackenridge. With this book the reader once more raises the question how much vileness of expression is essential to realism. Restraint that leaves some things to the imagination is employed by many writers with strong effectiveness.

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Americana

The Dutch Country by Cornelius Weygandt (D. Appleton-Century Co. $4).

Those who enjoy Mr. Weygandt's writings on American folklore will welcome his new volume which concerns his own Pennsylvania Dutch land where he was reared and where he has poked about for over forty years gathering data. The book is a collection of brief essays dealing with such miscellany as potters, pies, flower gardens, native art and button strings.

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America In Mid-Passage by Charles and Mary Beard (The Macmillan Co. $3.50).

To see our own time and country as future historians will see them is obviously impossible. Events do not take on their true significance until other events have followed them and seemed to flow out of them. Hence the difficulty of writing such a book, in which the authors undertake to view the past dozen years of this nation's life in proper perspective. That these years were crowded with meaningful activities and marked by momentous changes can hardly be denied by anyone who has been at all observant. But what has it all signified and where are we today?

The delusions of perpetual prosperity that so captivated the American people only to vanish in 1929 and the years following this whole experience shook the faith of many Americans in their cherished institutions. Came Franklin Roosevelt and his New Deal—with its implications. What were the currents and undercurrents during these years? Who pulled the strings? What domestic groups and interests sought to influence the national policies at home and abroad? Of course the thoughtful reader will be forever challenging what he reads—even some of the deductions in "America in Mid Passage." The right to do this—thank God—is every American's prerogative as well as responsibility.

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Paradise Planters. A Story of Brook Farm by Katharine Burton (Longmans, Green and Co. $2.50).

Brook Farm has too frequently been described with a smile if not a sneer and this author discusses it with a sincere effort to understand its underlying purposes. She refutes the opinion that the colony was communistic in the Marxian sense. It was a reasoned effort to balance a happy, practical life of physical labor and production with the pursuit of an education, culture and daily Christian living.

That its leaders were sincere is evinced by the fact that some of them sacrificed positions of distinction and economic ease. They were latter day New England Pilgrims following the dictates of conscience at bitter cost. The story shows earnestly and humorously these intellectuals milking cows in the barnyard and discussing Plato at dinner table; forking manure daytimes and playing Mozart evenings. A noble experiment in plain living and high thinking, many of the principles evoked at the Farm are today advocated by leaders who aim at economic and social justice coupled with moral and spiritual attainment. Causes of failure of the Brook colony were lack of initial capital, a disastrous fire and human nature.

Pupils Study at City Zoo

If you are sceptical, read this account of San Diego's ingenious program. Here's motivation, surely!

HARRIET ALLEN
Santa Monica, California

TENTATIVELY organized last December with a trial schedule and continued throughout the spring semester with increasing success is a new correlative program between the San Diego Zoological society and the San Diego city schools system which is designed to give the children a better appreciation of the zoo's exhibits and a sound fundamental knowledge of the habits of the world's animals. In operation now for five months, the plan includes an educational building, a part-time teacher-director trained in science, and a co-operative set-up for the scientific study of living animals by school children.

Indicative of its tremendous success are the zoo's attendance figures for Washington's birthday, first week-day holiday after the program was put into effect. The zoo's previous child attendance high on a holiday has been 200; that day, a thousand school children visited the zoo—a five hundred per cent increase.

San Diego's zoo has been primarily for San Diego's children. On nearly every exhibition cage is a bronze plaque: "Donated to the children of San Diego by . . .". Children under 16 years of age are admitted free of charge. And any teacher wishing to take her classes through the grounds of the second largest zoological society in the United States was made more than welcome.

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But those zoo excursions, as far as learning went, were worse than useless. Teacher and children brought their lunch and spent the day. The children saw everything and learned nothing. The acreage of the San Diego zoo is considerable; a teacher entering the grounds with sixty by exit time would often find herself left with four. And the chances were that not one would be able to say the next day whether a leopard has stripes or spots.

Classes continue to come to the San Diego zoo, but they no longer come to picnic; they come to learn. Length of time that they remain depends upon their span of attention in accordance with their age. They are under competent direction the entire time that they are in the zoo grounds. They have their own bus, their own building. And although the plan has been in operation only a short time, teachers, children, and zoo people are crying for more.

Originator of the plan, its director and its executor is Mrs. Lena P. Crouse, who for years has been associated with both the San Diego city and county school systems as

a teacher of science in the elementary grades and as a member of the board of education. Now chairman of the educational committee of the zoological society program, she acts as arbitress between the zoo and the schools, arranges the program, and conducts the classes while they are in the zoo grounds.

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In detail, the program works like this: Announcement of the new arrangement is made in the superintendent's bulletin. Teachers and principals interested in sending classes make an appointment. An open air, sightseeing bus provided by the zoo calls at the school for the children. Mrs. Crouse, who in the meantime has arranged the program on the basis of grade and activity, puts the children in the bus, gives them behavior instructions.

The children are driven to the educational building where they are taken into a classroom. Here they are told what to do and what to look for. They are also given a short talk on the zoo to develop co-operation—that it belongs to them, that they must not frighten or feed the animals, that kindness to animals is always repaid, and so forth.

The talk over, the children walk or are driven in the bus to those certain cages relating to their activity. If they are studying California, they see only California animals—bears, mountain lions, beaver, desert foxes, deer, condors, badgers, raccoons. If they are studying textiles, they see camels, llamas, sheep, and fur bearing animals.

Mrs. Crouse leads the group and delivers the lecture; the teacher brings up the rear and takes notes for classroom use the next day. Lower elementary grades remain on the grounds one hour; fifth and sixth grades are given an hour and a half. Average attendance is forty to a class.

Upper elementary grades are given typed questionnaire sheets and field boxes. The field boxes are converted cigar boxes containing paper, pencil, and eraser. The children visit the cages and by their own observation answer the questions on the sheets, using the box to write on. Occasionally they are asked to make a sketch.

Regardless of what the class may be studying, it is always taken to certain extra exhibits. One of these is the giraffe corral, because the giraffes are the newest and most important addition to the zoo. During the migratory period of wild ducks, the children are also taken to the duck pond because it teaches a lesson in itself. Wild ducks by the literal thousand have wintered in this pond for the last few years; they are fed by the zoo and protected from hunters. Each winter the number increases. The wild duck pond is used as a prime example of what kindness to animals will accomplish.

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Although the program now includes only the elementary schools, both zoo and city officials have high hopes for its successful expansion. Art classes will be brought to sketch animals from life. Senior high school biology and physiology classes will study animal anatomy at the zoo's efficient animal surgery research hospital. Classes in surgery from San Diego state college already visit the hospital, and educators hope to organize a class in animal psychology.

Third graders who are studying farm life next year will have a barnyard of their own. The exhibit will include a cow, a bull, a donkey, a horse, a pig, chickens, sheep, and ducks. There will be a real barn and a rail fence so the children can hang over the fence while they study its contents.

The education building houses a lecture room and several smaller classrooms. One of these will be made into a children's museum—a place where they can show their own exhibits. It will contain only those local items which are brought in and mounted by the children themselves, and its scope will be all-embracing: insects, flowers, snakes, animals, fish, minerals.

Because first-graders are too frightened by the animals to give attention to the director (a near riot occurs when the lions roar), the program starts with the second grade. Occasional "open days" are kept on the schedule of appointments to accommodate those classes which are kept at school by rain. Transportation and the services of the director are furnished by the zoological society for all city schools; county classes arrive in their own bus.

Concrete figures show proof of the plan's success. During the first five months of 1939, Mrs. Crouse took 84 classes through the zoo, a total of 2759 children. In 1938, before the program was in operation, 25,221 children were admitted. During the *first five* months of 1939, 30,775 children visited the gardens, exclusive of those taken on directed trips. A total of over eight thousand additional children!

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Successful already in spite of its short span of existence, the San Diego program is a challenge to other cities. Not applicable alone to zoos, it can be used wherever a museum or art gallery is open to school children. Its success depends upon three things: being careful not to keep the children at the museum any longer than their attention and therefore their learning power merits; having a competent instructor to explain each exhibit visited at their level; and correlating the ground covered with the class curriculum.

The Troubles of Principal Cambium

FRANK M. RICH
Principal, Public School, No. 2
Paterson, New Jersey

WHAT cheats so many supervisory districts out of the improvement they contract and pay for? What are the prevailing supervisory handicaps that hamper progress, and how can they be circumvented? In how many educational set-ups through the country, especially in the urban districts, do we find situations that composite a picture like that of Principal Cambium ?

Principal Cambium is a graduate of a famous school of education, with five years' experience in teaching and three in supervision. In a rare moment, local job-hunters were caught napping, and an outsider was appointed on merit as head of Methuseleh School in the city of Nepotison, named for Gov. Nepotism, patron of second-rate sons and nephews. He succeeds old Principal Faggott, whose advanced senile dementia has now forced even his wife to consent to his retirement.

Cambium comes to his new position with what it takes to cure the stagnation at Methuseleh. His modern testing program, if applied, would show all concerned what deficiencies exist in the fundamental processes, and where. His diagnostic and remedial instruction, if adopted, would cut down two-thirds of the cruel retardation and discouragement which Faggott and his staff used to consider a proof of their high scholastic standards. Cambium's child-centered activity work, if mastered by the teachers, would double children's enthusiasm for character-building, cultural pursuits. His social case work with problem pupils and families, if put into operation, would go a long way to improve erratic and delinquent behavior in school and neighborhood. His after-school recreational program, if admitted, would make the school a neighborhood center for many families' social training and amusement-uplift. Cambium and his assistants would find a way to transform these gangs of vandals into a real community asset.

All this potential service the school directors bought, or might have bought, when they signed Cambium's contract. What reasons or circumstances operate to cancel the order and make it difficult or impossible for Cambium to deliver?

First of all, Nepotison is an oligarchy, ruled by the favored few, —those who know the ropes and find the way to worm into power. The city is so large that public opinion on all ordinary matters is diffused, nebulous, toothless. The average citizen, while nominally a voter, is helpless to correct even the glaring municipal malfeasance and abuse that everybody recognizes. Minor official incompetences are as inaccessible as fly-blows in a pasture. Parents hear queer school stories from the children at the supper table, but such talk is vague hearsay. Patrons do not get into the recitation rooms during the regular school hours, to see the class work for themselves. They hear the praises of the bright, delightful, enterprizing Miss A, and complaints at the stupid, arrogant, lazy Miss B, but what can they do about it? The Parent-Teacher Association might find a place for meaty kernels on their programs, but principal Faggott and the teachers always felt more comfortable dealing with entertainment programs, bridge prizes, refreshment menus and agitation for improvements in the plant, and nobody had the nerve to bring up the main question, the better handling of children. The Nepotison board, likewise, have their time and attention so filled with complaints, reports, rules, contracts, and, above all, a chance to place a friend or adherent, that they seldom get around to the main issue —a square deal for Johnny.

Dr. Totem, the superintendent, is in a position to guide the educational ideals of both teachers and patrons, but when he gets a chance to speak, he loves to dwell at length on the undebatable obvious, and good politician that he is, manages to dodge every crucial issue.

Cheap politics clutters Cambium's whole path to progress with an assortment of strange obstructions. His testing program, to locate individual pupil's difficulties for remedial treatment would be easy if he had the assistance of a competent clerk. In the market there are plenty of normal school graduates who have also had a business course in high school. They would understand tests and measurements and other examinations and school records. But clerkships in Nepotison are plums, reserved for political favorites. The board elect needy friends and relatives, some of whom can scarcely transcribe a simple letter, much less assist intelligently in any educational project.

Again, Cambium's diagnostic and remedial technic would be easy for a certain proportion of the more progressive teachers to master by a little study and practise, but why, Nepotison teachers reason, should they put forth this gratuitous effort when the simplest routine—arriving at or just behind the bell, conducting a little extemporaneous chatter with pupils and leaving with the outgoing lines

—meets all the Nepotisonians' requirements.

The same philosophy holds for Cambium's activity program. What teacher is foolish enough to follow these young colts of hers over the open range, when they can just as well stand still in the stall and eat straw? Imagine having to learn to measure, saw, nail, drill, glue, paint, model, design, sew, cook, weave, knit, play, sing, lead games and dances, act, compose, tell stories, recite pieces, garden, handle craftwork, aquaria, plants, pets, electricity, light, sound, pressure, chemicals, and so on with the concerns of practical life, when everybody expects a teacher to be born in an incubator, brooded in a city flat, taught in a cloister, apprenticed to a talking machine, and, as Edison said of college graduates, "hardly seem to know anything at all."

The janitors, if appointed on merit, from the available intelligent, versatile, public-spirited workmen of the city. with a leaning toward social service and in sympathy with junior life, might lend a hand in Cambium's activity program by collecting and storing craft materials, demonstrating on occasion how to saw, hammer, drill, dowel, paint, cane chairs, refinish furniture, handle electric bells, batteries, light and motors, as suitable situations arise, lead students in putting up shelves and frames, repairing books, maps, locks, clocks panic bolts, door-checks, radio, victrola and other machines, utilizing opportunities to demonstrate the essential principles of gardening, plumbing, sanitation, ventilation, steam fitting, fuel, firing, sweeping, dusting, the uses and dangers of acids and alkalis and other like skills and information. But, alas for any application of science, practical arts or mathematics by this group. These patronage appointees are as helpless, and almost as ignorant of all handicrafts, as the teachers. If Nepotison school janitors were not the slackest, laziest men in the city, when the commissioners appointed them, they soon become so, under the guidance of their colleagues longer in the service.

What about that matter of transcendent importance in Nepotison—Cambium's social case work? That also will have to be scuttled, and with it the main hope for any real solution of the behavior problems of the district. Cambium knows a thing or two about moral education that was never revealed to the ancients. From Hartshorne and May's elaborate study of children's character-training influences, for instance, he has learned that the correlation figures between children's ideas of right and wrong and the doctrines of those who guide them are as follows — parents, .345; friends, .353; club leaders, .137; public school teachers, .028; and Sunday school teachers, .002. Cambium knows, therefore, that if he is to reach the behavior patterns of the children effectively, it will have to be by carrying the children's relatives and close associates on the upward path along with them.

Nepotison has people enough on the payrolls to do fine work on this character training problem if the directors in charge recognized this as the school's big job. The school board appoints and pays for visiting nurses and attendance officers who might be deputized for social case-work to this end; but again, these agents are patronage appointees, without social-service training or instinct, and therefore largely incapable of applying any well-considered mental hygiene technic to the regeneration of problem families.

The board has control of personnel and equipment with which Cambium could make the school's uplifting influence felt on maladjusted individuals, gangs and families by means of a live, school-centered recreational program. It takes pains, charity and a system to transform a mass of hoodlums into well-intentioned, cooperative citizens, but it can be done, and has been done times without number. The school owns a motion-picture machine to provide controlled amusement. Various organizations lend good films at almost no expense. The state permits non-professionals to operate safety film without a license. Amateur bands and orchestras are eager to play at school affairs without charge. There is a good gymnasium for folk games and dancing; other rooms for dramatics, forums, handicraft and the like. There are more than enough janitors, whose idle hours could be staggered for evening service. Everyone of these activities could be made an effective training course in citizenship in the hands of leaders who have enough character and citizenship themselves.

But at every move, Cambium runs a strange gauntlet of obstructions. The janitors' union objects. The motion-picture operators' union objects. The musicians' union objects. At the proposition to have a jolly calcimining bee, to clean up ancient neglects in basement toilets and playgrounds, even the painters' union objects. For private advantage, anything; for the public benefit, nothing, and nobody with guts enough to say a word in protest!

To mobilize a germ of popular support for efficiency to offset "inrights'" demands for patronage and pull, Cambium turns to his colleagues in the principals' association. They realize what happens when staffs are not selected—merely accumulated; when tenure laws and customs recognize no physical impairment but total disability, no mental defect but grave dementia, no professional or character deterioration but outright crime and insubordination. They are in hourly contact with a situation that is best represented by an ancient, neglected apple-orchard, unpruned, ungrafted and hence unproductive, except for a scattering of primitive russets; and yet so secure in popular esteem that a loud and tearful chorus would rise and chant "Woodman, spare that tree" at the merest hint of tree-surgery. Does

Cambium's appeal for improvement wake his associates? Only in the sense of an Irish "wake". They eat a supper and smoke a pipe in honor of the dead, but are deeply preoccupied, attending the ceremony only in the capacity of pall bearers. The symbolic crest of their association could well be a jack rabbit, peeping from a gumshoe, resting on a soft-pedal, surmounted by the immortal maxim, "shush!" What's to be done?

"For all the evils we endure

Either there is, or there isn't, a cure.

If there is a cure, let's try to find it;

If there isn't a cure, then never mind it."

Nobody who believes in American democracy doubts that there is a cure for governmental shiftlessness and incompetence. Nobody who believes in American free public schools doubts that there is a cure for these "clerks at the top and hoodlums at the bottom." One quick political cure is a series of independent survey commissions to investigate, measure and publicize particulars concerning the work of all public employees everywhere. Even a few plain-speaking "busybodies", starting with school toilets and washing facilities, have been known to stir a noticeable rattling of the dry bones of officialdom.

Next month Mr. Rich will continue with a companion article entitled "Creative Supervisory Projects."

The Looting of Junior and Teachers Colleges

E. W. BUTTERFIELD
Superintendent of Schools
Bloomfield, Connecticut

ONE hundred years ago Horace Mann made eight grades an educational tradition and their completion a social standard, but before he was through the public had passed him by and was insisting on still more education. Public educators ignored this demand and private secondary schools, academies, seminaries and fantastic institutes arose on every side. Then slowly the development of the public high school began, but it took fifty years for secondary education to become an acknowledged public responsibility.

Today the public mind has again moved forward with a demand for education, commercial, industrial, academic, beyond the 18th year. Again, public educators are turning deafened ears and private Junior Colleges, grandiose, mercenary, whimsical, are coming into New England and settling on every high hill and under every green tree.

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The attitude of the academic mind in the face of new educational movements is first, to ignore, second, to deride and third, to debase. That is, to go into the opponent's camp and loot whatever has been collected there.

This attitude is shown in the academic opposition to the professional training of teachers and the development of Teachers Colleges. Boards and committees dominated by the interests of private colleges and individuals who cooperate with politicians in the control of public education do their duty as they see it. They would set for teachers a minimum standard of preparation and would introduce no disturbing element of rivalry or ambition.

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In 1938, in the state of Henry Barnard, and in the centenary year of the beginning of his public work, the State Board of Education entered in its records its opinion that teachers once certified should not be encouraged to go farther with their education. "Additional courses of instruction for certified teachers tends to make them restless in their positions, with the result that they seek promotions to other positions or increases in salary."

The leaders in the Teachers College movement and the Association of Teachers Colleges have set high standards for the professional degrees which they have created, Bachelor of Education and Master of Education, and in the East have given degrees in education but none in arts. There is a movement on the part of some academic colleges to debase these new degrees. They offer degrees in Education to students who can not qualify for degrees in arts or sciences. They have not developed a professional faculty but on easy terms they offer, "A University Degree in Education!"

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In the same way the Association of Junior Colleges and the leaders in the movement have developed a distinctive degree, Associate in Arts, based on high standards of selection and achievement. Again, looting is under way. The president of an ancient Eastern college has publicly declared, "The menace of the Junior College is sweep-

ing from the West. We must face it." The colleges are hysterical in the face of this menace and are throwing up a barrage of "Off Campus Extension Courses" which they declare "to be on the same basis as work done in residence."

There is evidence that they may go further and offer Junior College degrees on lower terms than those set by Junior Colleges. One prominent college advertises that it will give a freshman and a sophomore off-campus program to "those who do not meet entrance requirements to the university. Students completing this program will receive the "Associate in Arts degree."

Upon Junior Colleges the college mind frowns, for universities must be protected and taxes kept low. We leaders of educational thought are losing an opportunity. At once education for the junior college years should be regular education in every city of size and in regional public institutions.

Let Your Pupils Rate You

EMIL A. MESICS
Principal, West Pittston (Pennsylvania) High School

SO much is being said these days about Professional Supervision—that it should be democratic or that it should be Creative or that it should be something else but always with the stress placed on someone in authority doing the supervising, that teachers do not realize how much value they can be to themselves as personal supervisors. The main function of any supervision is the improvement of the learning process. And if that can be improved, by the use on the part of the teacher, of devices and techniques designed for self-supervision, the teacher is taking a long step in the direction of good teaching.

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One device which in itself is so simple that it may be difficult to believe its efficacy, will be the burden of this paper. When we mark pupils we evaluate their work on a number of bases. Not only the test score, but the quality of recitations, the type of vocabulary used, as well as apparent assimilation of material offered, all go into the report card mark given the pupil. Now since it is accepted that the teacher is the one who can establish a responsive attitude between himself and the class, why not give the pupils a chance to evaluate the teacher's work on a number of bases to see whether that relationship has been established?

By asking classes at some unannounced time to give their written reactions to such questions as "Are you getting out of this course what we set out to do in September? What are the good features of what we have done? What are the undesirable features? What changes in method would you suggest for your benefit?" If deftly handled the teacher will find out things about himself that will concern him profoundly. Ask pupils not to sign their papers unless they want to and the result will be a heart to heart talk between the fellow who sits in classes and the fellow who is master in the high school class-room. High School pupils can be very frank when given an opportunity and while I do not deplore frankness on the part of professional school supervisors, I still feel that in many respects what the pupils say carries more weight.

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How can this be considered as a form of Supervision? Well, if a teacher tries this device with the 4 or 5 class groups he meets he will come on some surprising information. He will find that his rating on establishing a responsive attitude will be "Good", "Bad" and "Indifferent". In the same class group he will find that he is getting over, not getting over and just neutral. The results work two ways — those that indicate the teacher's shortcomings suggest to the teacher that something in the way of a change is needed, and those which show that pupils are satisfied that they have gained something should give a teacher the glow that goes along with a job well-done.

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When the reactions of a group of 25 odd pupils is reflected to a teacher's questions along the line noted above, that teacher will get ideas on individual differences much more vital and useful than those obtained from a psychology text. The responsive teacher will then open his bag of methods, approaches, personality check-ups and try to find something to fit the patterns that have been left unfilled.

Such devices as this one will help bring the matter of Educational Supervision down out of the stratosphere and place it on the ground alongside the people who work at the job daily. An approach of this kind will help the teacher to solve his own problems. It will tell him whether with this division some personality adjustment is necessary, or with the other division his class-room vocabulary should be pared down to meet the level the group can understand. Probably the big ideals can be more conveniently arrived at by doing the little pedagogical jobs efficiently first and thinking of the ideals second. And, most important of all, the pupils will accept such a teacher as one who can take it as well as give it. And that's a long step toward humanizing our profession.

Students Draw Up a Constitution

MARY NOREEN

"Just as the people have a voice in the government of the nation, so pupils have a share in the government of the school."

SCHOOL is no longer a tyrannical system of government with the teacher as a despot and the students her unwilling slaves. Time has served the old moorings binding schools to the customs of the past. Substituted for the older system in many cases is the democratic form exemplified by student government. Just as the people have a voice in the government of the nation, so the pupils in the school have a share in the government of the school by electing their representatives doing their best to promote good order and further the interests of the school.

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We find the advantages gained from student participation in government make it desirable. It makes the school a replica of the nation by developing a spirit of democracy. It trains pupils to a sense of responsibility which will do away with the evils existing in society today caused by a lack of responsibility on the part of the individual. It develops initiative and the quality of leadership which will decrease the numbers of failures in the business and social world. It fosters pride of ownership and a spirit of cooperation in school interests.

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Our senior civic class was asked to draw up the school constitutions based on the constitutions of the United States. Almost without exception the plans suggested increased rather than decreased the authority of the principal. The whole set of plans were turned over to a committee. The best features were combined and the school constitution was made. It is quite evident that the students believe in "benevolent despotism" rather than in a Soviet. The plan as completed is as follows:

A CONSTITUTION FOR DEMOCRATIC GOVERNMENT

Article I

Section 1 All legislative powers herein granted shall be vested in two councils, an Upper Council and a Lower Council.

Section 2 The Upper Council shall be composed of two student representatives from each Junior and Senior section, elected by the pupils in the respective sections. One of the two representatives must be participator in some student activity.

The Upper Council shall choose its own President and other officers and shall have sole power of impeachment.

Section 3 The Lower Council shall be composed of one student representative from each sophomore and each freshman section, elected by the pupils in the respective sections, and one teacher from each department of study, elected by the class members in the respective departments. The lower councils shall choose its own President and other officers.

Section 4 The councils shall meet twice a month, once in separate sessions and once in joint session, the President of the Upper Council acting as chairman of the joint session.

Section 5 The Councils shall have the power to make rules governing and regulating the discipline, activities, and societies of the school.

A rule may originate in either Council in their separate sessions, but must be passed on by both councils in joint sessions. A proposition may be carried only by two-thirds vote of those present.

Section 6 The Councils can lay restrictions on students only while students are on school property or in vicinity.

Article II

Section 1 The executive power shall be vested in the Principal of the High School and a Cabinet chosen by him.

Section 2 The cabinet shall consist of five members, either students or teachers, or both, and need be consulted only when the Principal deems necessary. They form an Advisory Committee.

Section 3 The Principal shall see to the executing of rules laid down by the councils and may use his own methods as to the enforcement of them.

Section 4 He cannot have absolute veto of any rule passed by the Councils, but may send a rule back for reconsideration.

Section 5 From time to time he shall inform and confer with the councils as to conditions and remedies.

Article III

Section 1 The judicial powers shall be vested in a court consisting of six Judges, three teachers and three pupils.

Section 2 The Judges shall be appointed by the councils in joint session, but must not be members of said councils at the time.

Section 3 Each student Judge must have a record of nothing less than a "B" and must have a knowledge of student activities and societies. Teacher Judges must have like knowledge.

Section 4 The Court shall decide upon and inflict penalties on anyone not complying with rules of the school laid down by the councils.

Article IV

This constitution may be amended by three-fourths vote of both Councils.

8-4, 6-3-3, or 6-6 — Which?

The pros and cons of each plan of organizing schools are summarized for comparison purposes.

WILLIAM T. MILLER
Roslindale, Massachusetts

THE division of our educational system into elementary and secondary schools is the result of the early establishment of private academies and public high schools to supplement the limited opportunities offered by the first Latin Grammar Schools. These Latin Schools, of which the Boston Latin School (1635) was the first, were purely classical and so took only those boys destined for higher education in Harvard and the other little colleges of colonial days. No girls were admitted. Boys entered the Latin School at the age of seven or eight, as soon as they could read and write. There were no elementary schools as we now know them.

The first change in the system came with the raising of the age for admission to the Latin School to eleven or twelve, with more advanced entrance requirements. To supply these requirements, the first elementary schools were established. As urban population increased and living standards became higher, large numbers of boys finished these lower schools who had no desire to attend a Latin School. To supply further education for these boys private academies were established, giving both classical and general training. Many of these academies combined some elementary grades with their higher classes, corresponding roughly to our present six-year high schools. From these academies it was a natural step to the public high school, starting with the English High School, established in Boston in 1821.

With the advent of the high school we had a two-part system, consisting of the elementary school followed by the high school. Gradually the elementary school evolved into a nine-year and later an eight-year school, with the high school usually having a four-year course, thus giving us the 8-4 plan of organization. Gradually also two well-defined characteristics came to distinguish the elementary and the high or secondary school. The elementary school had a fixed curriculum aimed at the training of its pupils in fundamental processes. The secondary school had a differentiated curriculum, intended to meet the specialized needs of its various types of pupils. There were and are of course other differences, particularly in teaching methods and in organization. It was these differences which led to the first break in the elementary-secondary plan of organization. Educators felt that secondary methods and procedures should begin earlier than the first year of the traditional high school. To accomplish this the Junior High School was invented. While it has gone through many variations in organization and methods, the Junior High School has crystallized into a three-year school, taking in grades seven, eight, and nine and beginning differentiated courses, with departmental teaching, guidance, extra-curricular activities, and other features of the secondary school. The elementary school was reduced to a six-year unit; the high school became a three-year course; and we had the 6-3-3 plan.

In recent years another type of organization has been gaining in popularity. It keeps the six-year elementary school, but combines the junior and senior high schools into one unit, called a six-year high school. Thus we have the 6-6 plan, which strangely enough is practically the same arrangement found more than a century ago in the Latin Schools and the early academies. In fact the oldest six-year high school in the United States is the present Public Latin School of Boston.

The interesting thing about these three types of organization is that they continue to function simultaneously throughout the country. Indeed certain cities, like Boston, have all kinds of schools: six-year elementary, eight- year elementary, three-year junior high, three-year senior high, four-year senior high, and six-year high schools. It seems to be impossible for us to make up our educational minds on the question of which plan of organization is best. There are enthusiasts for all three plans, all equally certain that they are right. It is obvious that if one of these plans is the best, the other two are inferior. To the superintendent or the school board facing the question of how to reorganize a school system the question becomes both serious and difficult. It is not my purpose here to take any definite stand in this matter, but merely to present in summarized form the arguments for and against each of the three types of organization. The limited space of an article like this prevents any attempt to justify or prove any of the statements made. It is quite obvious that an advantage claimed for one type may be considered a disadvantage by the advocates of another type. In the end, therefore, the entire problem becomes a matter of well-considered opinion. My purpose

here is simply to present the best opinions available on the systems in question, pro and con.

The 8-4 System

Pro

1. Causes only one gap, that from grade eight to grade nine.
2. Pupils are best able to begin secondary work at the end of grade eight.
3. Pupils need eight grades of fundamental work.
4. Simple secondary procedures may be introduced in grades seven or eight even in an eight-grade school, if thought desirable.
5. The system is most economical, postponing more expensive secondary practices to grade nine.

Con

1. Early adolescence begins about grade seven, making changed educational environment advisable before grade eight.
2. The gap at the end of grade eight is harder to bridge than that at the end of grade six.
3. Eight years is too long to continue elementary work.
4. Economy of time demands earlier introduction of secondary work.
5. Grades seven and eight in the traditional school fail to meet the needs of a typical children.

The 6-3-3 System

Pro

1. The transition to secondary work is easiest at the end of grade six.
2. Six years is long enough for elementary work.
3. Children of the seven to nine grade group are psychologically homogeneous and the Junior High School supplies for them a distinctive educational environment.
4. Guidance, socializing activities, and differentiated curricula are begun earlier in the Junior High School.
5. Economy of time is secured by the introduction of secondary work and methods in grades seven and eight.

Con

1. Children at the grade seven level are too immature for secondary work and methods.
2. Instead of one gap, as in the other plans, the 6-3-3 plan makes two gaps. The gap at the end of grade nine is worse than that at the end of grade eight.
3. Experience shows that six years of elementary training is not enough.
4. Guidance, socializing activities, and even some curricular differentiation can be provided in grades seven and eight of an eight-grade school.
5. The three-year senior high school plan breaks up the continuity of instruction and supervision in subjects which carry over from the junior into the senior high school.

The 6-6 System

Pro

1. The six-year elementary school is a proven success.
2. Combining the three-year junior high school with the three-year senior high school eliminates the gap at the end of the junior high school, and leaves only one gap, that at the end of grade six, which is easily bridged.
3. Secondary subject matter, guidance, socializing activities, disciplinary policies, and supervision are uniform and continuous in a six-year school.
4. The morale and ambition of the younger pupils are promoted by the advanced activities of the older group.
5. The six-year high school is economical, since it involves only one administrative force, and utilizes one set-up of special accommodations and equipment for both the junior and senior high school groups.

Con

1. The six-year high school tends to become too large, reducing the attention given to younger pupils.
2. The six-year high school combines children too widely divided in age, physical, and psychological characteristics.
3. The six-year high school delays the pupils' opportunity for school leadership for five or six years, tending to submerge the younger pupils.
4. Teaching methods and discipline should not be the same for the junior and senior high school groups, as they are quite certain to be in a six-year high school.
5. Uniform guidance and supervision are quite feasible in separate junior and senior high schools, with proper articulation.

Summary

I have not of course exhausted the possible arguments either for or against these three educational systems. After a perusal of the points given above, one is apt to feel that they involve a mass of contradictions, which is partially true. The interesting fact is that in many cases each of two apparently conflicting statements may be reasonably true. This fact has been recognized in certain changes which have been made in each type of organization. To quote merely one example: the advocates of the junior high school claim that curriculum differentiation should begin in the junior high school; but the advocates of the 8-4 plan claim that seventh grade pupils are too young for effective differentiation. Recently both groups have compromised in this way: Many junior high schools delay differentiation until Grade Eight; and many eight-grade schools also begin some differentiation in Grade Eight.

What, then, is the answer to this problem of organization? Probably this: that an efficient school system can be conducted under either plan, provided we understand the fundamental principles of education, and have these principles put into practice by efficient, skillful, and conscientious teachers. Organization, administration, and supervision are all important;

but the foundation and strength of any school system is in its classroom teaching. The best type of organization for any community is that which not only gives its children the very best buildings and rooms, the very best textbooks and educational material,, the very best curricula and guidance, the very best administration and supervision, but above and beyond all else, the very best classroom teachers. For such teachers the numbers 8-4, 6-3-3 and 6-6 are only numbers; but their pupils are human beings.

IT SEEMS TO ME

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

Facts and Thinking

EDUCATIONAL philosophy is crammed with theories. All contain some element of good—perhaps more good than we discern upon casual examination.

One of the foremost problems now is, "What emphasis shall teachers place upon the teaching of facts?"

Some schools hold that facts should receive major attention; others, that facts are overstressed and that the emphasis should be placed upon social training and the power to think.

Where do you stand? Personally, I believe there is good in both theories. Facts are highly important from at least two angles: (1) facts are the elements of reason; they are the raw material of thought. Just as bricks are required to build a brick house so facts are required to formulate a conclusion. Further, just as the quality of the house depends upon the quality of brick used, so the validity of the conclusion depends upon the type of facts involved; (2) facts are important because they add to culture and personality. The one who knows an endless array of interesting data can think and talk on many subjects; he can entertain; he becomes the center of attraction; he is singled out as one who knows; he develops faith in himself.

A knowledge of facts, however, is not sufficient. The individual should be trained to evaluate and to use them constantly. Culture implies limitless, exact information plus the ability to use it in precise reasoning. There can be no repugnance between the two theories mentioned. Rather, they are interdependent—each supports the other. Just as hydrogen and oxygen are necessary to make water, so an endless array of facts plus the ability to use them in straight thinking are necessary to produce sound ideas.

Transfer of Learning

It's in vogue to contend that transfer of training is a myth; and by the time the modern school man finishes explaining and defining, one thinks perhaps it is. But don't let him fool you. Transfer of training is one of the basic principles in education. A vital question throughout the whole procedure is, "How can I teach the individual to use correct habits of thought in every problem that will ever confront him?" Expressed another way, "How can I develop an unrelenting habit of skillfully analyzing, evaluating, organizing and using data?"

The key element in transfer is generalization. Constantly, the child should be led to look for likenesses, differences, universals. There should be no limit to the expanse of thought. Teach the mind to roam, to observe, to scrutinize. "There is nothing new under the sun" is true to a large degree. However, it is just as true that the best of us continually miss significant connections.

Here is an example of transfer or generalization. Centuries ago a Chinaman watched a spider building its web. As the spider worked the Chinaman thought, "If that will catch insects why can't I make something like it to put into the water to catch fish?" Immediately he went home and made the first fish net. Millions of people had watched spiders at work before but none had discerned the similarity between a web and a fish net.

Teaching is most effective when the teacher keeps transfer values in mind; when he helps the child proceed from the specific to the universal; when he teaches the individual to look for principles, generalizations, unities.

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Details of Story Contest

Working together in school is not by any means the drab and uneventful experience many people suppose. Often it is as good as a play—as intriguing as a piece of fiction. This Journal has printed some interesting and worthwhile tales in previous short story contests. Now for another.

Stories should deal with school situations or personalities and should not exceed 1500 words in length. They should be mailed not later than January 1, 1940 (with self addressed stamped envelopes for return if unsuccessful), to THE JOURNAL OF EDUCATION STORY EDITOR, Six Park Street, Boston, Mass. The prizes are $20, $10 and several of $5 each. Begin now to plot and write your story.

Classroom Clinic

By GARRY CLEVELAND MYERS, PH. D.

Readers are invited to consult Dr. Myers freely through this department

Complaining to Parents

Q. Should teachers write notes to parents complaining about the conduct of children at school?

A. Judging from the letters I receive from parents from various parts of this country and Canada, this is a very prevalent practice. I wish I knew how to condemn it as strongly as it deserves to be condemned.

Usually such a note is received by the parent with the understanding that he should discipline the child at home for some bit of undesirable conduct at school. Accordingly the parents will lecture, punish, even whip the child with the warning to improve in his school behavior.

What a silly procedure! and more so by the teacher than by the parent. Anyway, the teacher with her training in psychology—too often, alas, it has been only words—should know better. One of the absurdities is when the teacher complains to the parents that the child does not pay attention at school. Just as if anybody could compel the child to be attentive by commanding him to do so!

The teacher who uses the sense she is born with assumes that it is her job to manage the child while he is with her at school. If, however, she should find difficulty in guiding him and winning his cooperation, she should try to confer, of course, with his parents, in order to understand him better and to have them understand him better. She even might profitably discuss with the parents certain problems at home which have indirect bearing on his school behavior. Then if she be wise and tactful she might suggest to the parents ways and means of changing the child gradually at home by changing their attitude toward him and their management of him. She even might be able to suggest specific measures to these ends.

But in doing so, she will always keep in mind and try to help the parents realize that any change they can effect in the child's behavior will come about only gradually and over a period of days, weeks and months. All the while this teacher will see how absurd it would be to try to have the child's conduct at school changed just by a scolding or punishment at home.

In most instances, indeed, the wise teacher will try to lead the parent not to lecture and punish the child for his irregularities at school. Anyway, notes to the parents are usually inadvisable, except when they aim to compliment the child and celebrate his successes. A calm and courteous visit to the home by the teacher might, however, achieve great good.

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Mirror Writing

Q.—Can you suggest a way to correct mirror writing?

A.—Seen in a mirror, what an occasional child writes looks as it should. Also there are children who merely reverse the order of letters or put them in other irregular positions as they write. Whatever the nature of this irregularity, the child should have careful visual examination and proper glasses. Yet the best corrective glasses do not solve most of these problems. Usually the solution comes only after long, patient guidance.

Until the matter is cleared up, the child should neither write nor print except under proper supervision, to make sure he exercises only the correct movements and relationships as he writes. The use of a typewriter is helpful since the machine operates only from left to right and makes letters only as they should appear. The wise teacher of this child will induce him not to write at home or school unless some other person who is capable carefully directs him. To this end the teacher needs to win the parents' cooperation. Often an older brother or sister can do much to help this child. Practice under guidance, of eading and spelling from left to right should also be helpful.

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"Funny" Names

Q.—The names of some school children, especially those of foreign-born parentage, are hard for most teachers to pronounce; and to many teachers such names are amusing. What are the psychological implications?

A.—There is no surer way to make a child or adult feel inferior than to make fun of his name or suggest to him you can't learn to pronounce it accurately. Only the thousands of children with such names know the sufferings they endure at school in connection with these names. And to think that inconsiderate teachers, who should know better, will heap this torture on the innocent, defenseless children! How do you and I feel when our names are mispronounced? How would we feel if some one we consider our superior made fun of our names, causing others to laugh at us?

Some day our teachers colleges will give training in the pronunciation of the typical non-Anglo-Saxon names and will induce those young men and women training to teach, to acquire skill in this direction, as a means of cultivating a good learning atmosphere in the classroom and of furthering personality and mental health.

One time I visited an elementary school with a rather eminent supervisor. As she looked down over a certain teacher's class roll, she came across a name that seemed very funny to her. She read the name loud enough for all the children in the class to hear and she laughed uproariously. A mere glance about the room en-

abled me to locate the suffering child whom this supervisor had humiliated so ignominiously. I am glad I was able to suffer sympathetically with that child. It has always seemed to me a miscarriage of justice that this supervisor or any other like her, should win eminence as an educator, or even the responsible position of a supervisor.

I wish all principals and supervisors would, by precept and example, inspire their teachers to treat a child's name as a sacred part of his personality; would induce them, moreover, to learn as early as possible to pronounce each child's name correctly.

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Belittling Others

Q.—Some teachers in our high school speak disparagingly in class about other teachers and their subjects. Do you think this a common practice?

A.—This practice is more prevalent than we should like to believe and the psychology of it is rather obvious. Unawares we all strive to seem and feel worthwhile and to be somebody. One of the most primitive ways by which children and adults seek (unconsciously) self-aggrandizement and self-realization, is by belittling the other person and what he does, especially the other person whom he considers in his class. Doctors, lawyers, preachers and missionaries, as well as teachers, sometimes do it. We all do it at times, and usually without knowing it.

We shall chalk it up to Grandma Nature. Since this is so, we all need to be on guard that we may err in this direction less frequently and less flagrantly. Indeed, our constant purpose and endeavor ought to be to boost our fellow teachers and their subjects, especially in the presence of those students who also have these other teachers. In doing so we further the morale of the students, enhance their learning efficiency, and improve our own personality and self-regard: we are gracious, sportsmanlike and ethical.

All in the Day's Work

EVERETT V. PERKINS
Principal of Cony High School
Augusta, Maine

Not An Athletic Club

We have just suffered another bad defeat in football. Now the street corner quarterbacks will make fresh accusations against the coach.

Some people have to be reminded frequently that our school is an educational institution, not an athletic club. Our purpose in all our undertakings, including football, is to help students attain a good development of body, mind, and character.

A father, who lives near the school, told me the other day that he likes to have his small boy around the athletic field because he learns such clean sportsmanship from our coach and his players.

In four years we have not had a single serious injury in connection with football. This indicates that the coach thinks first of the welfare of his men and keeps them off the field when they are not in condition to play.

Good sportsmanship and the protection of the boys are worth more than championships.

Of course we like to win and in the long run get our share of victories. But no school which picks worthy opponents can always come out ahead.

I like the quotation over the entrance to Whittier Field at Bowdoin College: "A Fair play and may the best man win."

It is a matter of great satisfaction that the thinking people of this community take a sensible view of athletics.

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Young Folks' Fears

"My boy is so bashful that he will hardly open his mouth in the presence of others," a citizen said to me. "But I will take that nonsense out of him. When we have company I drag him right in and make him shake hands." The man may be very successful in his business but he shows little sense in dealing with his son.

Many boys and girls suffer greatly from fear. I am ashamed to admit that school often makes the situation worse. Pupils fear the sarcasm of teachers, the ridicule of their fellows, poor marks, standing up in front of the class, failure to make the football squad or the senior play. Not a few young people in our schools live in a constant foreboding.

It is said that an infant has only two innate fears,—the fear of loud noises and the fear of falling when support is suddenly removed. All other fears possessed by older people have grown out of experiences associated with the original fears, experiences for which the child was not responsible. The thing to remember is that no child should be blamed for being afraid, the fearful child needs sympathy, not coercion or punishment.

Some constructive activity is the solution of the difficulty. At one time we had in the home an adolescent boy who was much afraid in a thunder shower. One day when we had left him to care for younger children, a bad electric storm came up. In allaying the fears of the children he forgot his own fright. Students who dread giving a report before the class frequently come into the office and rehearse their part before me. Then I go to their class to hear them and suggest that they forget the others and talk just to me.

Many teachers drive their pupils to action by arousing within them some sort of fear. Such teachers have no place in a school room.

The News Digest SECTION

Job Placement Called Success In City Schools

PASADENA, CALIF. — Successful placement of vocational graduates of the public schools leads the Board of Education here to conclude that it is correct in reorganizing its methods over the last 10 years.

Situations for 85 per cent of vocational graduates from the Junior College, apex of the system, were immediately found last June, and the Board is citing this record to justify its pioneering work. The junior college was set up 13 years ago, in an effort to balance two objectives—preparation for specialized college studies, and preparation for immediate jobs.

To indicate outcome of the altered educational practice, 95 per cent of the first Junior College graduating class of some 150 members, according to Courtenay Monsen, Secretary of the Board, prepared for advanced college work, while last June only 37 per cent were intending to go to college, the rest going out into jobs.

To explain the seeming paradox of such a high percentage of placement in a nation where millions of youth are unemployed, Secretary Monsen points out that graduates from vocational courses are more readily absorbed into industry than are those without such training, progress on the part of such trained graduates is rapid, satisfaction obtained by youths from their work tends to make them useful citizens, and demand for trained workers in many well-paid occupations exceeds supply.

School Board Bans Course In Marriage

BOSTON.—The Boston school committee by a four-to-one vote recently accepted the unanimous recommendations of its board of superintendents against inclusion of a course in marriage and its problems in the curriculum of Teachers' College of the city of Boston.

The committee also voted a 1/400th deduction from the salaries of eight teachers who were absent from one to 19 days at the opening of the school term, owing to their inability to get passage on ships from Europe.

Supt. Arthur L. Gould pointed out that the city paid substitute teachers total wages of $285 to take their places, but that the salaries of the regular instructors for that period totaled $1725. If the committee followed last year's procedure, when teachers delayed by the Sino-Japanese war were "docked" for the time missed, the city would profit $1440.

By deducting 1/400th the amount usually taken out for sick leaves, the teachers will receive about half-pay for the time lost, and the city will make a slight gain, sufficient, at least, the superintendent said, to cover the bookkeeping required.

U. S. RULING ON FLAG SALUTE UPHOLDS RELIGIOUS OBJECTORS

PHILADELPHIA.—The U. S. circuit court of appeals unanimously ruled recently that school children did not have to salute the flag if such action conflicted with their religious convictions.

The opinion, written by Judge William Clark, an Episcopalian, affirmed a district court ruling that the Minersville, Pa., school board had no right to expel two children who are members of a religious sect which forbids the flag salute.

Judge John Biggs, Jr., another Episcopalian, and Judge Harry E. Kalodner, a Jew, concurred with Judge Clark, holding that the right of religious freedom stands above all else.

The court's ruling is contrary to decisions by the highest courts of the states of New Jersey, Massachusetts, and Georgia.

Decisions from all three states were taken to the Supreme Court, which refused to intervene on the ground there was no "substantial" federal question involved.

This stand, in effect, upheld the flag salutes, but the circuit court in its decision held that the Supreme Court had since reversed its attitude.

Attorneys expressed belief that the circuit court ruling—first by a federal appellate court on the flag salutes—would control such cases until carried to the Supreme Court again. Counsel for the Pennsylvania school children announced he planned such an appeal.

Seek To Bridge Gap From Study To Job

WASHINGTON. — Opportunities for public service, paid and unpaid, in the community, the State and the nation, and how to bridge the gap between supply and demand for specialized abilities, were discussed at a two-day conference here between Federal, State and municipal officials, and the deans and vocational advisers of thirty-eight colleges and universities.

Cornell, Vassar, Wells, Wellesley, Bryn Mawr, the University of Pennsylvania, Indiana University, the University of Maine, and Miami University were among the educational institutions represented at this seventh conference of the Institute of Women's Professional Relations.

Frances Perkins, Secretary of Labor; Representative Ramspeck of Georgia, chairman of the House Civil Service Committee; all three members of the Civil Service Commission; officials of other government agencies; Major Julia Stimson, president of the American Nurses Association, and George Gallup, American Institute of Public Opinion, were among those who led the discussions.

Since its foundation, ten years ago, the institute has conducted two general and several specialized conferences. The first general conference was held in New York in 1934 and the second in Birmingham in 1936.

NATION TO EXPAND PROGRAM OF TRAINING AIR RESERVISTS

Washington—As collegians all over the country began leaving classrooms for cockpits, the Civil Aeronautics Authority disclosed plans for an experimental advanced course in flying for about 100 students. They will be chosen from the 330 who completed primary training last spring.

Enrolled in the government's $4,000,000 one-year program to create potential reserves for the army and navy air forces and to stimulate private flying, more than 10,000 beginners are ready to make their initial flights after 72 hours ground instruction.

To date, 412 colleges have signed air training contracts with the CAA. In the list are three women's schools—Adelphi of New York City, Mills of Oakland, Calif., and Lake Erie of Painesville, Ohio; five Negro colleges, one school each in Alaska, Puerto Rico and Hawaii, and at least one in every state. Women students are limited to three per cent of the total.

Students pay up to $40 each. The colleges get $20 a student from the CAA for ground training. About 1000 instructors and 1000 planes have been hired at $270 to $290 a student.

Nearly 20,000 students applied for training. Some were eliminated by strict physical examinations. Freshmen were discouraged. Still, hundreds of students are taking the ground training in the hope that a place will be found for them.

Mothers Go On Traffic Duty

MANHASSET, L. I.—In protest against the removal of a traffic officer on Northern Boulevard in front of the Munsey Park School here, eight mothers, members of the School Community Association, acted as policemen for their own children.

The parents, led by Mrs. Harold T. Larsen, escorted their children across Northern Boulevard and renewed their demands on Captain Philo Lee, in charge of the Sixth precinct of the Nassau County Police, for a policeman at the school.

The police contended that the children could cross at Manhasset Woods Road, near the school, where there is a traffic light and a patrolman on duty. The parents and police discussed the matter, but no decision was reached immediately.

Yale Seeks War Literature

NEW HAVEN, CONN.—Covering the entire world, requests have been sent out at Yale University for contributions of literature of all kinds which relate to wars that are in progress.

All European and most Asiatic countries have been included in the general invitation. Specific invitations have been sent to every American ambassador, to many Yale alumni who are traveling abroad, to members of the Yale faculty and to other persons asking for contributions.

This unique movement, in which President Charles Seymour of the university, himself biographer of Colonel House and one of President Woodrow Wilson's advisers at Versailles, has directed the sending of many invitations, is under the supervision of the Yale University Library.

An appeal which is being sent out by Professor Sherman Kent, chairman of the faculty committee on war literature, states that the university is undertaking to collect in its library a comprehensive mass of documents of all kinds that will serve the future historian of the present war-time period. Professor Kent is a son of William Kent, former Illinois member of Congress who was a national figure in civic reform.

Violent Discipline Of Pupils Hit

LEWISTON, ME. — Sarcasm, autocratic scolding and violent discipline have no place in the modern school, Maine teachers were told recently by Dr. Arnold Gesell, director of the clinic of child development, Yale University School of Medicine.

Dr. Gesell declared in a prepared address such procedure in the classroom violates not only the principles of good government, but the laws of mental hygiene.

Says Propagandists Make The Grade

HARBERT, MICH.—Carl Sandburg, poet and Lincoln biographer, declared that "the propagandists are the ones that have made the grade in history."

"—And in art, too, perhaps," he amended.

"The non-propagandists," he said, "haven't ever really figured in history, and notwithstanding the widespread view that art in order to be art should be divorced from propaganda, there are too many known examples to the contrary for us to accept any such glib absolutes.

Quite an argument could be made that all artists and political and social leaders, including Jesus and Shakespeare, have been propagandists. Lincoln was a propagandist. Most of us are propagandists.

School Gives Day Off For Hunters

SOMERVILLE, N. J.—High School Principal Frank H. Lewis must have been an ardent nimrod as a boy.

Mr. Lewis announced in assembly that any boy who had made "serious plans" for the opening day of the hunting season would be excused from classes for the entire day.

"I trust," he added, "you won't make this the occasion for a 'Roman holiday' because of the special privileges granted."

Mr. Lewis is the author of many magazine articles on safe hunting and has made motion pictures of the wrong and right ways to carry a gun through fields and woods.

Student Poll On War Spirit

BAY CITY, MICHIGAN.—Forty-seven per cent of this City's high school boys would willingly serve their country in the event of war and 51% of its girls would wave goodbye to their fellow students urging them to be on their way! These are data obtained from an all school survey conducted by Mr. Morris Greenstein, teacher of social science.

Of the remaining boys, 41% would go to war only if drafted; 2% would try to get married in order to delay their participation; 10% would object for religious reasons.

Mr. Greenstein discovered that of his students—91% hated Hitler, 80% disapproved of Mussolini, 43% said "thumbs down" for Stalin, and 50% favored Franco.

Bedside Schooling Needed for 60,000

WASHINGTON, D. C.—According to a newspaper release from the U. S. Office of Education, there are in America about 60,000 children who are in need of bedside education. These boys and girls maimed through accident, crippled or weakened by disease, are forced to spend months or years in hospitals. Approximately 300 hospitals do provide an educational program, but the number of these which do not is vastly greater. Responsibility, therefore, rests with State and local departments of education for the development of this much needed phase of the general educational program.

Beard Returns To Columbia

Dr. Chas. A. Beard, one of the grand old men of teaching, has cast aside differences of opinion and after twenty-two years has returned as a visiting professor to Columbia University. Back in 1917 both Professors H. W. Dana and J. M. Cattell were dismissed by President Nicholas M. Butler for announcing publicly their opposition to this country's participation in the World War. Widely known today, Dr. Beard is an acknowledged authority in the social sciences.

Freshmen, Heavier Taller, Younger

FULTON, MISSOURI.—Paul Herriott, Jr. a senior student at Westminister College here, recently completed a study of some 50,000 men, all of whom were former students of Westminister, the University of Illinois, and the University of Cincinnati. Most striking of his conclusions is that the average midwestern freshman is heavier, taller and younger than the freshman of 1919. Composite figures show the average entering college boy is 18.5 years old, 69.6 inches in height, and 145.1 pounds in weight.

Collegiate Greeting Reduced To "Hi"

SPRINGFIELD, OHIO.—Evolution of collegiate greetings as summarized by Prof. R. H. Hiller, instructor in Greek at Wittenberg College here:

In 1885, students "always lifted their hats to the professor."

In 1905, "the usual greeting was 'How do you do?' "

In 1918, "it became a single hello'."

Today? It's "Hi."

Class Presidency Is Family Affair

BROOKFIELD, MASS. — Being class president at Brookfield High School is a family affair this year. Two brothers and a cousin head their classes.

Joseph J. Durkin, Jr., is president of the senior class; his brother, Larry Durkin, is sophomore class president, and their cousin, Miss Mary Jane Daley, is president of the freshman class.

Student Exchange By Americas Urged

Improvement of Pan-American relations and understanding through an exchange of students and teachers at public expense was urged recently by Robert L. Stearns, newly-appointed president of the University of Colorado.

The 47-year-old president, who until his appointment in September was dean of the university's law school.

The indemnity fund established by China after the Boxer Rebellion was used to finance such an exchange educational project, Mr. Stearns said, with the result that Americans now have a better knowledge and understanding of that nation.

"There is a definite possibility of improving our relations with South American countries through education," Mr. Stearns continued. "I think it would be well worth while for the government to make it possible, through subsidy or grant, to send students and teachers from American universities to South American universities. Of course, I would hesitate to use the limited public funds at our disposal to the prejudice of our own boys and girls who merit the advantages of scholarships."

Town Is Laboratory To Wilson Students

CHAMBERSBURG, PA.—Wilson College students are taking the town of Chambersburg for their laboratory. Members of the class in principles of sociology are conducting, under the direction of Miss Clara Hardin, of the sociology department faculty, a survey which will examine every phase of this Cumberland Valley municipality's life.

Students majoring in biology are studying the geography of the area. Girls whose field of concentration is political science are interviewing borough officials and visiting municipal plants.

The committee on local history is collecting and putting into written form material concerning the early days of the valley that has hitherto been passed on by word of mouth. The committee on economic organization of factories.

The finished report will serve as the basis for class discussions.

T. A. H. Peeter Elected Summer School Head

NEW YORK. — The problems of Summer school administration were discussed by various speakers at the closing meeting of the Association of Deans and Directors of Summer Sessions held here. The meeting was under the auspices of New York University. Kirtley F. Mather of Harvard University presided.

The following officers were elected: Thomas A. H. Peeter of the University of Minnesota, president; Charles F. Huth, University of Chicago, vice president, and Louis A. Hopkins, University of Michigan, secretary.

BEAUTY, BRAINS, GOOD HEALTH GO TOGETHER, SAYS EDUCATOR

PITTSBURGH, PA.—The bright children, it seems, have all the luck.

Dr. Leta S. Hollingsworth, New York city educator and co-founder of the Speyer School for Advanced Children, here to shatter popular misconceptions about brains, insists the chances are an intelligent child is also above average in almost every other respect.

Beauty and brains, Dr. Hollingsworth said, go hand in hand. And so do brains and good health, charm, long life and a sunny disposition.

As one of the leaders at the Speyer school, Dr. Hollingsworth tested many young students to find whether they were bright enough to deserve a place in the advanced school.

She can prove that youngsters with high I.Q.'s are taller and heavier for their ages, usually, than children with less mental capacity.

Her present task is that of changing school curricula so that the more intelligent youngsters are not stunted mentally by lack of urging or by downright suppression.

CHILDREN TARRY AFTER SCHOOL FOR STUDIES OF OWN CHOOSING

NASH, TEXAS. — An educational system with a new twist is being tried out in this little town of Eastern Texas and everyone approves but the janitor. He complains he has to chase the children out of the classrooms long after school hours so he can sweep.

The Nash method of learning might be labelled progressive—but with a difference. Here's how it works:

Mornings, the pupils are required to study the "tool" subjects, reading, writing, arithmetic and English. Afternoons, they study anything they want to.

"Anything" may mean:

Reading in the school library, which contains magazines and newspapers as well as books.

Work in the science laboratory or shops, such as studying flower pollen under microscope, modeling an airplane or doing woodwork.

Singing with other students in the school auditorium.

Making a freehand sketch of a landscape.

Teachers are "environmental managers." Their only job is to direct and stimulate student interest.

The plan has been in operation three years as an experiment under supervision of the state department of education. Although there are no grades, ages of students range from primary to the ninth grade.

Britain Lifts School Ban In Danger Zones

LONDON.—Recognizing the national importance of maintaining uninterrupted education for children, the Government has decided to reopen some of the schools in the "danger zones" for the benefit of 75,000 children who never left these areas under the voluntary evacuation plan or who returned after a brief spell away.

Administrators are treading warily along the altered course which has been forced upon them by the failure of parents to take advantage of, or give sustained support to, the Government scheme of removing 1,500,000 children from congested towns to the country or the seaside and there arranging for their board, lodging, and education.

It is emphasized that the reopening of school in the evacuation areas must not be regarded as the "all clear" signal justifying the general return of evacuees. Not all the closed schools are going to be reopened. Some have been requisitioned for other purposes, some are situated in particularly dangerous localities near military objectives, and some are structurally inadequate in view of air-raids. The shortage of schools and the absence of many teachers with the evacuees means the adoption of the double shift plan in most places.

Toledo Schools Close Because of Deficit

TOLEDO, OHIO.—Toledo, plagued by a shortage of relief funds on Nov. 15, found its schools about to close for the rest of the year due to finances.

The Board of Education voted to halt classes Nov. 23 in the face of a $600,000 deficit brought on by the two to 1 defeat of a four-mill levy, interpreted by the Board as a "mandate from the public to close the schools."

The schools are expected to reopen Jan. 1.

Peace Portal Dedicated

BLAINE, WASH.—More than 5000 United States and Canadian school children gathered on the Canadian-American boundary line between White Rock, B.C., and Blaine, Wash., last Armistice Day to participate in the third annual Peace Arch ceremony symbolic of more than a century of amity between the two nations. The ceremony included singing of the national anthems of both countries, counter-marching across the border by the children, and an exchange of flags. Speeches by civilian representatives of both countries climaxed the service. Fully 2500 school children arrived by special train from Vancouver and New Westminster. They were met by a like number of youngsters from the United States side of the border.

Dr. James Named As Head of McGill

MONTREAL.—The appointment of Professor Frank Cyril James, a distinquished economist, to succeed Lewis W. Douglas as principal and vice chancellor of McGill University has been announced recently by the Board of Governors.

The appointment is effective Jan. 1, when Mr. Douglas retires to become president of an insurance firm in New York. His retirement was announced some months ago.

Mr. James, a native of London, is 36 years old and is a British subject. He came to McGill from the United States, where he had held the post of vice president of the First National Bank of Chicago.

Noted as a scholar and author of books on economics, Professor James took his degree in 1923 at the London School of Economics.

Professor James is a director of the American Academy of Political and Social Science and is secretary of the advisory conference on financial research of the National Bureau of Economic Research.

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Wilson-Way School Photography, Cambridge, Mass.

Everybody Backed Pupils' "Strike"

WEST ORANGE, N. J.—The Mayor, the town commission, even the parents said it was O. K. for eight six grade pupils to play hookey.

The eight started their "strike" because they were transferred from their regular school, two blocks away from home, to one three-quarters of a mile away due to overcrowded classes.

There was a slight catch, however. they had to keep up with their homework.

Oklahoma To Teach Languages of Indian

NORMAN, OKLA.—With much of the culture and customs of Indian life disappearing, officials of the University of Oklahoma are planning to offer courses in Indian languages, which will be the only classes of their kind offered in the world.

First step in the proposed program has been made by Miss Della Brunsteter, who gathered material at the Qualla reservation of eastern Cherokees in North Carolina. While there she got material on tribal legends and customs, made phonographic recordings of ceremonial songs and dances, and took natural color movies of Cherokee community life.

Assisted by George Allen Owl, an educated Cherokee from the North Carolina reservations, Miss Brunsteter is spending all of her spare time filing and indexing words of the Indian tongue. From this material she will compile a dictionary and a grammar which may be used for teaching the language in colleges and universities.

Cody Points to U. S. Blessings

DETROIT.—Dr. Frank Cody, who entered upon his twenty-first year as superintendent of schools here this Fall, emphasized in a recent address to principals the true values of peace and contrasted the happy conditions under which Detroit school children are being educated this year as compared with school children of England and other European countries. "Let us impress upon our boys and girls that this is America. . . . God bless America !"

Superintendent Cody was reelected for a three year term last July. His first position as a superintendent was at Delray, Michigan in 1891.

D. B. Waldo

KALAMAZOO, MICH.—Dr. Dwight B. Waldo, 75, founder of two Michigan colleges and president emeritus of Western State Teachers College since 1936, died on Oct. 30.

Dr. Waldo founded Northern State Teachers College, at Marquette, in 1899 and was its president until 1904 when he came to Kalamazoo to found Western State. He was its president until his retirement three years ago.

Dr. Waldo was one of the founders and former president of the American Association of Teachers Colleges. He had also been a chairman of the normal school section of the NEA for many years.

High School Court Solves Discipline

CRANSTON, R. I.—Down Warren, R. I., way Juvenile bicycle riding presented a serious traffic and accident problem until the youths established their police force and court.

Now Cranston High School students have established a similar court and police force but the purpose of the setup is to maintain the highest standard of discipline in the institution. "Judge" Marion Wright, 17, a senior, shares the bench with a classmate, Frank DiPrete. If a student whistles too loud in the cafeteria, bangs up the "silver," is caught wandering around the corridors without permission, the offender is summoned to appear at one of the Thursday court sessions.

Members of the faculty say the "Court" has solved the discipline problem at the high school.

Educators Study Aids To Teachers

CHICAGO.—A three-year $200,000 project, aimed at the improvement of teaching, has begun at the University of Chicago.

Directed by Dr. Daniel A. Prescott, Professor of Education at the University of Chicago and regarded as the country's leading authority on emotion in education, this first group of collaborators will spend a year sifting thousands of works and studies on the growth and development of children. They will correlate this material and make it available to educational institutions throughout the country.

They will also seek to aid colleges, universities and school systems in programs of selective admission of future teachers.

ITALY PURGES NOTED SCHOLARS IN ITS NEW RACISM PROGRAM

NEW YORK.—Dr. Franz Boas, Professor Emeritus of Anthropology at Columbia University, is authority for the statement that ninety-nine distinguished scholars have been dismissed from Italian universities in Mussolini's "purge" of Jewish influence in high places.

"Considering the earlier attitude of Mussolini in regard to race questions," Professor Boas added, "his present attitude can hardly be explained in any other way than as part of the price paid to Hitler for his political support."

Saying that little was known in this country "of the havoc played in Italian universities since the adoption of 'racism' by the Fascist regime," Professor Boas cited his authority for the dismissal of Jewish professors as a list published in the *Vita Universitaria*, an official journal devoted to Italian universities, of Oct. 5, 1938.

Professor Boas said the "purge" had followed the formulation of a theory of "racism" by a group of Italian porfessors published in *Il Popolo d'Italia* July 15, 1938. He added that they had "wisely withheld their names, for their principles are so obviously ill thought out that the authors, if they were scientists, could not afford to sign a document of such character." None of the points they made, he said, could be supported by scientifific evidence.

He asserted their document claimed that races have biologically determined psychological characteristics, whereas "all we know about human behavior and its adaptability to circumstances contradicts this claim."

BOOK REVIEWS

Junior Scientists

SCIENCE AND LIFE. By Frank Reh and Frank M. Wheat. A series of six or three books for grades 7, 8 and 9. New York, Cincinnati, Chicago, Boston, Atlanta, Dallas, San Francisco; American Book Company.

Science for the junior high school grades is neatly and enticingly presented in this new series, "Science and Life" by Reh and Wheat. The fact that the series may be had in either three or six convenient volumes and that the work of the ninth grade is a second cycle enlarging upon and to some extent reviewing the work of the two earlier years, should make for considerable flexibility in the use of these texts.

The title "Science and Life" is significant of the aim, which is to integrate the physical sciences with every day applications in the lives of human beings and the more familiar animals and plants. The point that impresses the reviewer is the clear and simple manner in which basic laws of physics, chemistry, biology, meteorology and even astronomy are conveyed. While no one wishes to dispense with the services of a teacher, these plain, straightforward, self-motivating books, with their challenging problems and oft stimulating illustrations will certainly permit the teacher to remain in the background much of the time.

Air, water, food, energy, light, sound, safety, sun and stars, germs, weather and other major topics are treated in well-organized units. No artificial partitions have been erected between the several sciences. Questions and experiments of a simple sort are abundantly suggested. Hints for the formation of science clubs are freely given, with aids to the preparation of programs. There are harder problems for the more capable pupils to wrestle with, but the books as a whole are much more nearly on the actual level of adolescents than is frequently the case in this field. The main object of science texts for the junior grades should never be to baffle and discourage, but always to give the experience of cumulative attainment. These "Science and Life" books seem admirably adapted to guiding the learner onward without losing in swamps.

Health and Safety

SAFE AND HEALTHY LIVING—Primary Series (2 books); Middle and Upper-Grade Series (6 books). By J. Mace Andress, I. H. Goldberger and Grace C. Hallock, Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco, London: Ginn and Company.

This new series of readers entitled "Safe and Healthy Living" adopts the logical, though unusual, procedure of combining health and safety education as parts of the same theme or course of study.

Providing as it does, a book for each of the first eight grades, this new series by Andress, Goldberger and Hallock appears to the examiner to be well graded and admirably suited to its purpose of encouraging that way of living which promotes the physical well being of the individual and of society.

Certainly the volumes are attractively gotten up, from covers to illustrations—many in color and all reinforcing the text.

In any typical book of this series, safety occupies about one unit and receives subordinate consideration in the other nine or ten units of the book. The series begins with the simplest everyday habits affecting the child, broadens into matters of human anatomy and physiology, and finally emerges with a text on "The Healthy Home and Community." Pupil interest is stimulated by chapter previews and questions. Vocabulary seems well controlled, and the presentation is in orderly sequence, each topic handled with sufficient fullness to make it understood and without such clutter of detail as to be confusing.

"Safe and Happy Living" is at once the title, the aim and the predictable outcome of this outstanding series of readers.

Lives of Great Men

UNSUNG HEROES. By Edna Holloway. New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

This book, edited by Edna Holloway, of Pasadena Junior College, is primarily intended for a place in the school library. It consists of twenty biographies of men and women who have won success in spite of difficulties. Most of the characters presented have not been heard of before by the average reader. When the present reviewer first ran his eye over the table of contents he noted six familiar names, Patrick J. Hurley, Samuel S. McClure, William O. Douglas, John McDowell, William Allen White and Alvin C. York.

The biographies are written by different authors and cover a wide range of personalities. All of them are written from the point of view of the hero-worshipper, the inevitable human limitations of their subjects not being stressed. A few of the characters do not fit exactly into the pattern of "the poor boy who became famous," but all of the sketches are delightful and stimulating. No student of the trends of modern life needs to be told that just now all of us need at least a few spoonfuls of such nutritive inspirational pabulum. As young people facing the future come into contact with these stories of men and women who have surmounted difficulties and won uphill fights, they will receive encouragement and help.

Science Sampler

EXPLORING THE WORLD OF SCIENCE. By Charles H. Lake, Superintendent of Schools, Cleveland; Henry P. Harley, Fairmount Junior High School, Cleveland and Louis E. Welton, Assistant Principal, John Hay High School, Cleveland. New York, Boston, Chicago, San Francisco: Silver Burdett Company.

Curiosity is the mother of exploration. And the awakening of curiosity has been a constant aim of Superintendent Lake and his fellow authors throughout this happily titled text—"Exploring the World of Science."

Each of the sixteen units in this book of general science is introduced and interspersed with questions calculated to intrigue the pupil. "Do we live at the bottom of a great ocean?" is one sample.

It is easy to ask questions, but what about the answers? The answers given in "Exploring the World of Science" are remarkably straightforward and clear. Nowhere in the volume are principles stated in abstract terms until they have been concretely illustrated.

Thus approached, the several fields of science—biology, physics, chemistry, physiography, astronomy, health and others—lend themselves to fascinating discovery.

Invaluable as may be the subject matter of this text for those who are never to proceed any further in the study of any science, the text should give suitable orientation to those who are destined to do exploration of a more ambitious sort later.

Our Debts To Other Lands

THE OLD WORLD AND ITS GIFTS. By J. G. Meyers, O. Stuart Homer, Manchester College; Lillian Grisso, Anklesvar, India. Chicago: Follett Publishing Company.

History and geography are interwoven in this text for intermediate pupils, "The Old World and Its Gifts." Geography has been influencing history all through the ages, and it is unfair to treat geography as a momentary cross-section of the world today.

What the history and geography of Europe, Asia, Africa and Australia have contributed to us who inhabit the New World is truly a challenging theme and the three authors of this new volume have met the challenge with directness and imagination.

Employing the device of travel, they transport the reader by ship, train and airway to far-off lands, there to see and learn the most significant facts of each nation's past and present.

Both geography and history appear to be simplified, enriched, enlivened and made more meaningful by the joint handling here given them.

The illustrations, graphs and maps constitute an important feature of the book and add greatly to its pedagogic value.

Manifest economies of time, together with heightened enjoyment are promised through such a combination of history and geography as this book achieves.

Helpful Steering

GUIDANCE IN THE SECONDARY SCHOOL. By Shirley A. Hamrin and Clifford E. Erickson. New York, London: D. Appleton-Century Company.

Much nonsense has masqueraded under the name of guidance. Research experts without the necessary human qualities have set up programs of testing that have swelled filing cabinets to bursting. And in many instances very little of benefit has come to pupils.

This book by Hamrin and Erickson, "Guidance in the Secondary School," represents a sincere and promising approach to the task of helping the individual student to find himself.

Designed primarily as a text for the student of guidance in a school of education, this volume should be equally and perhaps even more valuable to administrators and teachers already at their desks and blackboards, where they face the responsibility for leading young lives to the personal accomplishment that is best for each.

The authors have been more concerned with the problems of the smaller schools and those not yet operating guidance programs than with the larger or more progressive units. Thus the book suggests immediate, inexpensive ways of starting guidance work. And it stresses particularly the opportunities of the classroom teacher and the home room teacher to render guidance service.

This well organized, well written manual seems exceptionally stimulating and practical.

Business Principles

ECONOMIC AND BUSINESS OPPORTUNITIES. By Clyde Beighey, Western Illinois State Teachers College, Macomb, Illinois, and Elmer E. Spanabel, Principal of Holmes School, Pittsburgh, Pa. Chicago, Atlanta, Philadelphia, San Francisco, Dallas. Toronto: The John C. Winston Company.

In this new text on economics for high schools, Professor Beighey and Mr. Spanabel have succeeded admirably in their task of simplified, concrete presentation. In fact, they have made their subject interesting. Yet they have presented it in well organized fashion, comprehensively and by no means sketchily or superficially as often occurs when a subject is brought down from a higher school level to a lower one.

The work is divided into eight major units. Starting with a general view of social and economic problems of the family, the community and the nation, the text continues with financial aspects of business—such as money, interest, credits, banks and investments. A third unit considers the financial aspects of production including a chapter on labor. There follow units on distribution, the consumer, insurance, the control of industry, and, last but not least in the pupil's estimation, the choice of an occupation.

This volume is of not too discouraging size. Its graphs and illustrations add to the attractiveness of a well written, well printed text. The boy or girl who studies it will come away with eyes opened, for the first time, to many facts that have an important bearing upon the daily life of every individual.

Yesterday to Today

AMERICA'S ROAD TO NOW. By Charles N. Coleman and Edgar B. Wesley. Boston, New York, Chicago, Atlanta, San Francisco, Dallas, London: D. C. Heath and Company.

There is nothing dull, drab or dead about the typical textbook of this fourth decade of the twentieth century. Educators have displayed a genuine facility in the preparation of books pleasing to the eye, delightful to read and rich in material well-adapted to the needs and interests of those for whom they are intended. This volume of junior high school history in Heath's Correlated Social Studies possesses all of these characteristics. In its preparation the authors have been singularly successful in combining the merits of the older type of text with those of the most recent vintage. The book is divided into thirteen units, which in turn are made up of sections. Each section is followed by a series of suggestive questions and the unit by a group of exercises and a brief bibliography.

Unit III, which consists of eleven sections and bears the caption, "Colonial Life," can be noticed here as typical of the text as a whole. The first of these sections is evidence that in *America's Road to Now* we have no school history made in the traditional patterns of the books of our own childhood. It is a discussion of "The People and their Religion." It shows the large part played by religion in molding the life of colonial America. Although most histories

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take for granted that the Puritanism of New England was a potent social force, in many instances they do not go beyond this. These authors, however, in five pages take in much more territory, and they do this without allowing their material to petrify into an outline. Another typical section in the unit deals with Colonial Houses" and still another with "Colonial Culture."

This history is characterized by several features which deserve special mention. Notable among them is the fact that all of the discussions of our nation's past are written in such a way that it would be impossible to read them without thinking of present-day problems. Another outstanding quality is the skill with which the authors through their accounts of national events suggest the importance of local history. Apparently they have not forgotten the indubitable truth that no exact line of demarcation exists between the history of a nation and that of a given locality.

Pictures are numerous, well-selected and illuminating. In addition to those found in the body of the text, there is an appendix entitled "Picture Gallery." These thirty-two pages present a genuine panorama of American life. Among the pictures on the first page are "Lief the Lucky Arriving at Vineland with his Viking Ship," and "The Landing of Columbus in the New World," while, along with others, on the last plate are photographs of "Water Going over Norris Dam," "CCC Enrollees Demolishing Old Railroad Trestle," and "Farm Land that has been Eroded," as well as one of John L. Lewis and William L. Green sitting amiably together.

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Grins Between Grinds

SLIGHTLY NEGATIVE

Judge—Do you consider the defendant a reliable man? Does he have a reputation for truth and veracity?

Witness—Well, your honor, everybody hereabouts knows he has to get somebody else to call his dog at feeding time.

* * *

LIMP

He had been walking with one foot in the gutter and the other on the pavement, and he was not getting on very well. After about half a mile he met a constable.

"You're drunk," said the latter.

"Oh, is that what it is?" he replied. "Thank God! I thought I was lame!"

* * *

GOT HIS ANSWER

The school committee man was paying his monthly visit to the village school. He examined the children in reading and general knowledge, and was very pleased with the answers he received.

After the last question had been asked and answered satisfactorily he rose to his feet and, looking at the upturned faces, remarked genially: "I wish I were a little boy at school again!"

He allowed time for this to sink in and then added: "Do you know why I wish that?"

For a woment or two there was silence. Then came a childish voice from the back of the room: "Cos you've forgot all you ever knowed."

* * *

STRANGE TO SAY

She was an old Irishwoman on her way back to Dublin from the North. The customs man fished out a bottle from its temporary sanctuary in a voluminous nightdress.

"And what's this?" asked the customs man.

"Shure, an' it's holy water," said the old lady, clutching for it. The customs man had his suspicions; pulled out the cork; sniffed.

"This is whiskey," he said sternly.

Up went the old lady's hands in amazement.

"Glory be to God." A miracle!"

POORLY VERSED

Auctioneer—What am I offered for this beautiful bust of Robert Burns?

Man in the Crowd—That ain't Burns, that's Shakespeare.

Auctioneer—Well, folks, the joke's on me. That shows what I know about the Bible.

* * *

ANXIOUS TO IMPROVE

Current in Washington is the story of the youth from the capital attending college in New York.

The lad with the Southern drawl had the tendency to use the best-known indicator of his particular dialect—"You-all."

Two months of effort by his colleagues had failed to free him of the "you-all" habit. In emergency session they quizzed him on his stubbornness.

"You-all will have to pardon me for talkin' the way I do," he told his inquisitors.

"I just cain't seem to learn to say 'youse guys.' "

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